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ABSTRACT

The 1985 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on the role of grammar in language teaching; teaching English in Spanish schools; software for English as a second language (ESL); ESL teacher employment overseas; reading in English for special purposes; ESL techniques for hearing-impaired students; internationalization and standardization of English; learner assessment through surveys; using a grid in beginning reading; language use in the classroom; principles of materials design; selection of reading for ESL students; overseas teaching; journals of interest in the field; federal initiatives; learning strategies; language testing bias; composition reformulation; bilingual teacher certification in Arizona; development of listening skills; computerizing intensive English; employment issues; and notetaking. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also presented. (MSE)

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Vol. XIX No. 1 Teachers of English to Speakers of Other Languages February 1985

Making Informed Decisions About the Role of Grammar in Language Teaching

by Marianne Celce-Murcia
University of California, Los Angeles

There are currently two extreme positions in ESL concerning the teaching of English grammar.[1] At one extreme, the proponents of audio-lingualism (Lado, 1964) and methodologists such as Gattegno (1972, 1976) argue that we must make grammar the core of our language instruction and that we must correct all student errors. At the other extreme, methodologists such as Krashen and Terrell (1983) tell us not to teach grammar explicitly and not to correct any learner errors.

An oral version of this paper was presented at the Bay Area Regional CATESOL Conference in San Francisco on November 3, 1984. ***—Editor***

Given such conflicting professional advice, many ESL teachers are understandably confused and frustrated. What should they do? Who should they believe?

When ESL teachers ask me which of the two extreme positions I prefer, I like to begin by reminding them of the tale about the four blind men of Hindustan. As you will recall, when the four blind men came upon an elephant, each one touched a different part. The first one felt the tail and concluded, "It's a rope." The second felt the side and said, "It's a wall." The third, after touching the ear, announced, "It's a fan." Finally, the fourth one felt the trunk and decided, "It's a tree."

Like the four blind men many of us in ESL have very limited "feeling" for the role of grammar in language teaching because we have dealt primarily with a certain type of learner and with specific and limited instructional objectives. Yet we are surprised when other ESL teachers express a completely different "feeling" regarding the role of grammar in language teaching. In other words, we have not appreciated the fact that other teachers might be working with a different type of learner and focusing on other instructional objectives.

In reality there are many different types of language learners and many different purposes for learning ESL (Strevens, 1977). Each teaching-learning context deserves its own answer to the question of whether or not grammar should be emphasized. There is no single right or wrong position to take. Also, rather than two extreme choices, there is a continuum along which grammar becomes increasingly more important or less important depending upon a number of learner variables and instructional variables that each ESL teacher must carefully consider.

It is perhaps somewhat misleading to state the issue as one of deciding whether or not to teach grammar. The issue is whether accuracy of form is more important or less important for the learner. In those cases where accuracy of form is required, it is important for the ESL teacher to know how to focus on form and to know how to correct errors. Effective ways of focusing on form and of correcting errors will thus be discussed later in this paper.

Learner Variables

An observant ESL teacher does not need to be told that students learn in different ways. Research in educational psychology (see Cronbach and Snow, 1977, and Witkin et al., 1977) suggests that there are at least two distinct ways in which people can learn anything—including second or foreign languages. Some learners, consciously or unconsciously, have an analytic style and learn best by formulating and testing hypotheses or "rules." Other learners have a holistic style and learn best by experiencing relevant data and doing little or no analysis. Young children, for example, tend to be more holistic in their approach to learning than adults. Also, when one is beginning to learn something completely new and different, one tends to initially approach the new "object" holistically for a time before feeling ready to do any meaningful analysis.

This suggests that learner variables such as age can be very important in helping the ESL teacher decide whether or not it will be of any use to focus on form. If your ESL students are young children, the most likely answer is "No." If your students are adolescents or adults, the answer is "Maybe." Proficiency level is also a factor. If your ESL students are beginners, there is little point in focusing on form regardless of their age. However, if your students are at the intermediate or advanced level, it may well be necessary for you to do some correction.

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The educational background of your ESL students is another noteworthy factor. If they are pre-literate with little formal education, then it is a waste of time and effort to focus on form. On the other hand, if your students are literate and well educated, they may become frustrated and annoyed if you do not provide adequate opportunity for them to focus on the formal aspects of English.

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[1] I am referring specifically to the morphology and syntax of English when I use the term "grammar."

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The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1500 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the editors in charge of those pages. Affiliate and Interest Section News: *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; Book Reviews: *Ronald Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; International Exchange: *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 9DP, Scotland*; It Works: *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; On Line: *Richard Schreck, Heidelberg College, Tiffin, Ohio 44883*; Standard Bearer (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: April 20th for the June *TN*

President's Note to the Members

Over the holidays my fifteen-year-old came down with an infection we suspected to be strep—sore throat, swollen glands, and fever. We used the word "strep" casually, assuming that he knew what it was and that it was not a life-threatening condition, although it was best to be treated. We checked our assumptions when he asked, "Will I need to have an operation?" What does this have to do with ESOL? Nothing, and everything.

The other day when I had a minor spot removed from my hand, I overheard the doctor instruct the nurse: "Prepare a number 3 needle" which did not allay any fears I had of pain or seriousness. What does this have to do with ESOL? Nothing, and everything. These two incidents simply illustrate the importance of both the content and the manner of communication, and how our communications can either intensify or alleviate dread of a condition. I think that we can also consider educational status a condition, and the way that we approach or communicate with learners is as crucial as how doctors approach us. Are we aware of the psychological and emotional implications our communications have?

A long time ago when I first heard about iatrogenic diseases, those that are caused or induced, quite unwittingly, by doctors, I wondered whether there could be an analogous "pedagogenic distress syndrome". I'm now sure there is, not only because in her *The aquarian conspiracy: Personal and social transformation in the 1980s*, (Los Angeles: J. P. Tarcher, Inc., 1980) Marilyn Ferguson speaks of "pedogenic illness", but also because of anecdotal evidence. Ferguson, for example, recounts that at a PTA meeting, every adult who was asked to remember an event from school days recalled something negative. If you took the opposite tack of what I suggested in the October issue of this column, and listed the characteristics of your "worst" teachers instead of your "best", I venture to say you could recall many examples of persons who in the name of doing good caused you severe distress or anxiety in school. My examples combined with yours would make a lengthy list of anecdotes which would surely illustrate some verity.

How can we combat pedagogenic distress syndrome? Because we are fallible, it is inevitable that we will act mindlessly at times. But our challenge is to become as conscious and aware as possible of what we are doing, why, and how as well as to think before and while we act. Does what I am doing have to be done? Will it make any difference? What effect will it have on the human beings in front of me? In other words, "Know thyself" still holds true.

I have been enjoying Norman Cousins' *The healing heart* (Avon, 1983). Nothing about ESOL, but everything. His interest is in medicine, medical ethics and doctor-patient relationships. Concerned with patient recovery as a joint doctor-patient venture, he says a lot that I can relate to the ESOL classroom. For example, Cousins advocates "potentiation" of the patient, and giving the patient the respect a human being should have. What does this have to do with ESOL? Nothing, and everything. I think you might enjoy the book.

Cousins notes how difficult it is to keep pace with changes in medicine. There is a parallel in our field, and I think it is useful to remember that what was once held as unthinkable is now acceptable. Thirty years ago who would have thought of having a surgical patient up and walking the day after an operation? Do you remember ideas that were "on the fringe" not many years ago when audiolingualism was *the* only way? We have so many choices today that we are confused by what is "right".

In this note, I have already mentioned two books which have evoked many long thoughts about my own being as a teacher. Other books that I have been savoring and that you might like—nothing, but everything to do with ESOL—are: Carl R. Rogers' *Freedom to learn for the 80's* (Columbus: Charles E. Merrill Publishing Co., 1983); Stephen Jay Gould's *The mismeasure of man* (New York: W. W. Norton & Co., 1981); Howard Gardner's *Frames of mind: The theory of multiple intelligences* (New York: Basic Books, 1983); Fritjof Capra's *The turning point: Science, society and the rising culture* (New York: Bantam Books, 1982); Harold S. Geneen's *Managing* (New York: Doubleday, 1984); Robert Augros and George Stanciu's *The new story of science* (Lake Bluff, Illinois: Regnery Gateway, 1984); and Lewis Thomas' *Late night thoughts on listening to Mahler's Ninth Symphony* (New York: Bantam Books, 1984). Happy reading and prosperous serendipity!

Charley Blatchford

CHARLES H. BLATCHFORD

Membership Resolutions for TESOL '85 Needed by March 9th

Any TESOL members who wish to present a content resolution to the Legislative Assembly at TESOL '85 in New York City are requested to send a copy of the resolution which bears the signatures of at least five members of the organization to John Haskell, Chair, Rules and Resolutions Committee by March 9, 1985. Address them to: Dr. John Haskell, 12-7 Komagome, 4-Chome, Toshima-ku, Tokyo, Japan 170.

All resolutions shall begin: "Be it resolved by the Legislative Assembly of TESOL that . . .". Resolutions shall be of two types: content and courtesy.

Content resolutions may originate in either of two ways:

1. *From the general membership.* A resolution bearing the signatures of at least five members of the organization must be received by the Committee Chair at least thirty days before the beginning of the Annual Meeting.

2. *From either the Affiliate Council or the Interest Section Council.* A resolution from either the Affiliate or the Interest Section Council must bear the signature of the presiding officer of the Council affirming that the resolution has been adopted by at least a majority vote of the Council. It should be forwarded to the Chair of the Rules and Resolutions Committee, or the appointed representative, immediately after the said Council meeting.

Courtesy resolutions thanking convention officials and others shall be drafted by the Committee.

Report:

Literacy and the Process of Social Change

by **Nathalie Bailey**
William Paterson College

The fourth annual Bilingual/ESL Conference sponsored by William Paterson College in Wayne, New Jersey was held October 26-27, 1984. The conference theme, **Language and Literacy: Liberating the L.E.P. Student**, sought to define the value and function of literacy in society, especially as it pertains to students who are in the process of learning English as their second language.

According to keynoter **Carlos Yorio** of Lehman College and the Graduate Center of City University of New York, the value of literacy for the Limited English Proficient (L.E.P.) student and the society in which (s)he lives is enormous. He feels self understanding is enhanced by the growth of human reason and that literate individuals are important in the process of modernizing society. In his opinion L.E.P. students who have been liberated through literacy are more tolerant individuals and have dispositions favorable to planned change in society. Classroom teachers seeking to achieve these results should 1) teach and not test; 2) make them learn on their own and if they don't, help them; 3) teach grammar while teaching writing, discussing extensively what they will write about first, for vocabulary and grammar awareness. He recommended classes rich in content and discourse, free from traditional rules and sentence level exercises which don't rely enough on context. He stressed that communicative, grammatical and strategic competence must all be learned through context, especially by people who have lived for some time in the country where the target language is spoken.

The chairpersons and some of the presenters at the fourth annual Bilingual/ESL Conference at William Paterson College. Left to right, Front row: Laura Aitken, Chantal Dejean, Charles Cairns and Gladys Nussenbaum; Back row: Judith Martinez, Charlene Rivera, Laurie Moody, Maria Brisk, Ramón Santiago, Carlos Yorio, Ramona Santiago, Michelle Burtoff, and Martha Clark Cummings.

The second day of the Conference, keynoter **Nina Wallerstein**, elucidated the goals and techniques of her approach. She is the author of **Language and Culture in Conflict** which provides lesson plans for the problem-posing method of ESL teaching, based on the work of Paolo Freire. Learners come with hidden voices to uncover, she believes; they have emotional blocks due to shame and job instability. Teachers can help them move beyond these barriers by teaching them to think critically about their situation, by making the students' own lives the subject matter of the class and by requiring

Continued on next page

TN Supplements Nos. 2 and 3:

New Schedule for Publication Announced

Branching Out, TN Supplement No. 2, on planning and teaching integrated language skills has been postponed to June 1985. Editor Lise Winer promises 16 pages of teaching ideas and practices that classroom teachers everywhere will find useful and imaginative.

Call for Papers for *Supplement No. 3* Extended

The publication date of *TN Supplement No. 3: Computer-Assisted Language Learning* has been deferred until February 1986, and Editor Irene Dutra has extended the call for papers. The new date for CALL papers is extended to April 30, 1985.

Manuscripts up to 1200 words in length (about five pages typed double-spaced) are solicited on topics such as ESOL software, word processing, authoring and utility programs, artificial intelligence and interactive video. Send five copies of each paper to: Alice H. Osman, Editor, TESOL Newsletter, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101, USA.

Special Enrollment Period in Progress for TESOL Major Medical Plan

If you're tired of paying exorbitant rates on your major medical insurance, now may be the time to check out the Group Major Medical Insurance Plan sponsored by TESOL.

During the current special enrollment period scheduled through April 1, 1985, all uninsured members and spouses under age 60—as well as all their unmarried dependent children under age 19 (25 if a full-time student)—may apply for this economically priced coverage. Information will be sent directly to members through the mail.

Since the plan's introduction, many members have enrolled and found it to be a practical alternative to expensive and hard to find individual policies. Because TESOL co-sponsors the plan with many other professional associations in a large group insurance trust, rates are generally lower than comparable policies purchased on an individual basis.

The TESOL plan provides high limit coverage against the soaring cost of being sick or injured with a lifetime maximum benefit of up to one million dollars per person. The plan covers most health care costs including hospital room and board charges, physicians' and surgeons' fees, prescription drugs, anesthetic and its administration, specialized equipment, blood and blood plasma, convalescent nursing home charges, x-rays and laboratory tests.

Each member has a choice of either a $250, $500, or $1,000 deductible to fit his or her own particular needs and budget. Once the deductible has been met, the plan will pay 80% of all covered expenses. Then, after $2,000 in expenses have been paid by the insured, plus the deductible, the plan takes over completely to pay 100% of all covered expenses for the rest of the year.

For further information on the TESOL Major Medical Insurance Plan, contact the TESOL Insurance Administrator: Albert H. Wohlers & Co., TESOL Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068, U.S.A.

Jacqueline Ross and Charles Stansfield Share ACTFL'S Pimsleur Award

The Paul Pimsleur Award for Research in Foreign Language Education, one of the highest honors given by the American Council on the Teaching of Foreign Languages (ACTFL), was granted to **Jacqueline Ross** and **Charles Stansfield** on November 18, 1984 for their jointly written article, "Student-Teacher Cognitive Styles and Foreign Language Achievement: A Preliminary Study" (*Modern Language Journal*, Autumn, 1982).

In presenting the commemorative plaques, Carl Johnson of the Texas Education Agency, commented: "Your article attempts to determine the significance of the performance difference in learning another language between field-dependent and field-independent students. The research also seeks to find out how a learner's cognitive style interacts with other factors in the learning achievement. The article provides valuable insights about the relationship between learner characteristics and teacher characteristics and their impact on language learning. Readers will immediately reflect on their own cognitive style as well as those of their students in an effort to see their similarity to the research results. The material is of extremely high interest and applicability to every language educator. This is very meticulously executed research and extends data analysis of solid research already begun."

Dr. Ross works in the Office of Multilingual Multicultural Education of the Boulder Valley Public Schools where she coordinates the District K-3 Bilingual Bicultural Program and also serves as administrative assistant to the Principal at Columbine Elementary School. She has made numerous presentations and published several articles in the areas of second language learning, bilingual education, and teacher training. She is active in a number of professional organizations such as the Colorado affiliate of TESOL, and she is a past Fellow of the Institute for Educational Leadership's Education Policy Fellowship Program.

Dr. Stansfield is associate program director of Language Programs, Educational Testing Service (ETS), Princeton, New Jersey. Before joining ETS in 1981, Dr. Stansfield was associated with the University of Colorado as an associate professor of Spanish and as director of the University's study abroad programs in Xalapa, Mexico, and in Valencia, Spain. He took a year off to direct the Peace Corps Training Center in Managua, Nicaragua, and earlier spent a year teaching English in Bogotá, Colombia.

He is the author of numerous books and articles, and is on the editorial advisory board of the *TESOL Quarterly*. Over the years he has presented more than forty papers at professional meetings, as well as workshops in school districts and lectures at educational institutions.

Literacy

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interaction between the individual and the group. She detailed a five-step inductive process for developing critical thinking and empowerment which culminates in action for the resolution of problems faced by individuals.

Elsa Auerbach in her talk, entitled **Beyond Survival: Literacy as a Tool for Change,** elaborated the characteristics of liberatory as opposed to functional literacy. In the former, the *student* is the provider of the content and subject of learning; and the *teacher* is a learner, resource person and co-strategist. In this framework the classroom becomes the model of the process of change.

There are plans to publish the conference proceedings. If you wish to receive information, please write to: Dr. Gladys Nussenbaum, Director Bilingual/ESL Program, William Paterson College, Matelson 221, Wayne, New Jersey 07470.

Making Decisions

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Instructional Variables

The need to focus on form also changes according to the objectives that the ESL teacher must address. If one is teaching a receptive skill, i.e., listening or reading, then it is distracting and irrelevant to emphasize grammar since these receptive skills require competence primarily in the area of semantic processing. However, if you are teaching the productive skills (i.e. speaking and, in particular, writing), then formal accuracy can become an important concern. Furthermore, for the productive skills, register and medium are additional factors. If you are teaching a conversation class, then accuracy of form is much less an issue than it is if you are teaching a class in formal expository writing.[2]

The final factor to consider is the learner's need: what will the learner have to be able to do in English? If the learner's immediate goal is survival communication, formal accuracy is of negligible value; on the other hand, if the learner wants to function as an academic, a diplomat, or a business executive, then a high degree of formal accuracy is essential.

Learner and Instructional Variables

Given all of the learner variables and instructional variables we have discussed, I would like to suggest that it is a bit complicated but certainly not impossible for ESL instructors to decide whether or not it is appropriate for them to focus on form with a given group of students. I have found that a grid such as the following is useful in helping me come to a sound decision: the more factors I identify on the left side of the grid, the less important it is for me to focus on form; the more factors I identify on the right, the more essential it is that I focus on form.

	Less Important	— Focus on Form —	More Important
Learner Variables			
1. **Age**	children	adolescents	adults
2. **Proficiency Level**	beginning	intermediate	advanced
3. **Educational**	pre-literate; no formal education	semi-literate; some formal education	literate; well educated
Instructional Variables			
4. **Skill**	listening, reading	speaking	writing
5. **Register**	informal	consultative[3]	formal
6. **Need/Use**	survival communication	vocational	professional

This grid helps you to decide, for example, when you are teaching beginning level adults who are pre-literate and are in need of survival communication skills, that focus on form is not important. On the other hand, when you are teaching literate young adults in college who are at the high intermediate level, then the grid tells you that focus on form is essential if you want to help them successfully complete their composition requirement.

Effective Ways to Focus on Form

By drawing on recent improvements in language teaching methodology, we can isolate at least six different dimensions that can guide preparation of activities that will effectively focus our students' attention on form when this is necessary: It is not easy to be consistently on the right side of this grid when teaching grammar; however, the more we can follow the suggestions on the right, the more successful we will be in getting our students to focus on form while at the same time experiencing language in context.

Less Effective	— Ways to Focus on Form —	More Effective
manipulative drills		communicative activities
context-free practice		context-embedded practice
sentence-based exercises		text-based exercises
cognitively undemanding activities		cognitively demanding activities
contrived materials		authentic materials
dull or neutral content		interesting and motivating content

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Watch for
Call for Presentations
in the April
TESOL Newsletter

One example of an activity primarily on the right side is the use of a pet store as the context for focusing the attention of adolescent students on the form of yes-no questions. Using pictures or small figures of 10 or 12 animals that are possible pets (e.g., a dog, a cat, a pony, a goldfish, a turtle, a canary, a parrot, a hamster, a monkey, a snake), the teacher has one student come to the front of the class and secretly "buy" one of the pets. Then the classmates must guess which pet the student has purchased by asking yes-no questions until someone guesses the correct pet. (Note that different question forms are possible):

Classmate 1: Did you buy the monkey?/Is it the monkey?

Student: No.

Classmate 2: Did you buy the dog?/Is it the dog?

Student: No.

Classmate 7: Did you buy the pony?/Is it the pony?

Student: Yes.

The classmate who guesses the right pet can then go to the front and make the next secret purchase. This can continue as long as such practice is useful. The activity can be made more demanding by also requiring the class to guess the price of the pet.

Effective Ways to Correct Errors

From classroom research we know that there are more effective and less effective ways of correcting ESL students when formal accuracy is desirable. At least five dimensions should be kept in mind when you are doing correction. (Such activities can be planned in advance or occur spontaneously as the need arises.) →

Making Decisions

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Less Effective — Teacher Correction Strategies —	**More Effective**
teacher lectures, gives rule, or explains	teacher elicits information from class
teacher corrects directly	teacher elicits peer or self correction
teacher gives indirect, diffuse cues on type and location of correction needed	teacher gives focused, specific cues as to what correction is needed and where
teacher conducts mechanical drill of problematic form	teacher conducts meaningful practice of problematic form
teacher corrects everything[4]	teacher corrects selectively

Again one should attempt to stay to the right of this grid as much as possible.

For example,[5] if an ESL teacher wants to focus on the fact that several students in an intermediate college-level writing class are using infinitives where gerunds are required, the teacher might start by putting some of the students' errors on the board:

- *I enjoy to see French movies.
- *I stopped to smoke because it's bad for my health.

The teacher then asks for corrections, and in the unlikely event that the class cannot make the corrections, the teacher can write the correct form next to the incorrect form and say "That's how I write these sentences. What's the difference?" Once the class decides that the student sentence uses infinitives rather than gerunds (or *to* forms rather than *-ing* forms), the teacher can elicit partial lists from the class, showing which verbs take only infinitives, which take only gerunds, and which take both forms. If they cannot do this from experience, they should be given some authentic texts rich in examples of all three possibilities and asked to develop the lists as a group activity.

1 **Infinitive only**	2 **Gerund only**	3 **Infinitive/ Gerund**
want	enjoy	try
expect	avoid	like
hope	finish	remember
plan	admit	forget
.	.	.
.	.	.
.	.	.

The teacher can then ask questions about lists 1 and 2:

T: Which verbs refer more to past or current facts?
Ss: Those in list 2.
T: Which refer more to future or hypothetical events or states?
Ss: List 1.

The teacher can then ask the students to use what they know about the differences between List 1 and List 2 verbs to explain the difference in meaning in pairs of sentences like these:

(1) a. I tried to open the window.
b. I tried opening the window.

(2) a. I remembered to lock the door.
b. I remembered locking the door.

After some discussion, students generally agree that in (1) the first sentence can imply an unsuccessful attempt, while the second sentence signals a successful one. In (2) they see that in the first sentence *remember* occurs before *lock* in the sequence of events, while in the second sentence *remember* occurs after *lock*, which is a past fact.

The students can then be asked to work in pairs and do a role play involving a university student and his/her advisor. Their role play should draw on a list of verbs supplied by the teacher:

admit, advise, anticipate, encourage, enjoy, expect, force, forget, induce, justify, like, motivate, permit, plan, postpone, remember, try, urge, want

In the course of doing the role plays, there can be discussion, if necessary, as to whether a given verb takes an infinitive or a gerund and why. Following the oral roleplaying, there might be one or two volunteer performances. Then, for homework each pair writes a dialog or short composition based on the role play. The teacher will follow up on the written assignment if any further errors are made in the use of infinitives and gerunds. In any event, there should be recycling of this point several weeks later in another context to check for retention.

Conclusion

Whatever your methodological preference may be with respect to teaching ESL, I would argue that you need to know the rules of English grammar to carry out the following responsibilities adequately:

1. Integrate form, meaning, and content in syllabus design and lesson planning;
2. Selectively identify student production errors in need of correction (consider learner variables and instructional variables);
3. Prepare appropriate activities for getting students to focus on form when needed;
4. Develop effective strategies that raise students' awareness of their own errors and enhance their ability to self correct;
5. Answer students' questions about English grammar.

As a caveat, it should be noted that ESL learners never truly attend to form unless they want to and are able to do so. One of the best times for them to attend to form is after comprehension has been achieved and in conjunction with their production of meaningful discourse (perhaps spoken but more particularly written discourse).

It must be recognized that grammar is but one of many important aspects of language teaching. To be optimally effective an ESL teacher also must be able to use the target language (English) well, must have methodological expertise and classroom management skills—not to mention reasonable teaching materials, proper facilities and motivated students.

To conclude, let me return briefly to the moral of the tale of the four blind men of Hindustan. I do not recommend that any ESL teacher take an extreme inflexible position (i.e., always teach grammar, never teach grammar) based on limited experience with one small part of the total ESL teaching-learning spectrum. I recommend that the ESL teacher consider all the relevant variables, and then arrive at an informed decision for each distinct teaching situation he or she faces. The teacher must, of course, also have acquired or be willing to develop the necessary knowledge of English grammar along with the pedagogical skills to apply that knowledge effectively.[6]

About the author: Marianne Celce-Murcia is currently serving on the TESOL Executive Board as member-at-large, a three-year term concluding in 1987.

Footnotes

[2] In fact, when evaluating the formal writing of ESL students, trained judges are so put off by minor but frequent errors in surface grammar that the judges can no longer properly evaluate the writers' organization or ideas and simply rate such compositions as unacceptable/not passing. In an interesting experiment at UCLA, 40% of the so-called failing ESL compositions received a rating of pass/acceptable once the surface errors had been corrected (McGirt, 1984).

[3] Joos (1962) in *The Five Clocks* defines the consultative register as the language we use with people we deal with frequently—perhaps every day—but with whom we are not close on a personal level. This register is between formal (the language for public lectures and sermons) and informal (the language used between friends who know each other very well). For purposes of this paper I have ignored the other two of Joos' five registers: intimate and frozen.

[4] One cannot in fact correct every error that each ESL student makes. Teachers who try to do this are inconsistent in what they correct—not to mention that they typically stifle any spontaneity or creativity that their students might have in using English. Thus if one corrects, the only logical choice one has is to correct selectively, i.e., to correct all errors that hinder communication and those errors that do not but which represent areas of grammar that have been covered and practiced in class.

[5] Part of this explanation and some of the exercises are adapted from Celce-Murcia and Larsen-Freeman (1983:433-446).

[6] Our desire to help the ESL teacher develop this needed knowledge of English grammar as well as an ability to apply this knowledge effectively was what motivated Diane Larsen-Freeman and me to write *The Grammar Book*.

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REVIEWS

Edited by **Ronald D. Eckard**
Western Kentucky University

ADVANCED LISTENING COMPREHENSION

by Patricia Dunkel and Frank Pialorsi. 1982. Newbury House Publishers, Rowley, Massachusetts 01969. (vii + 209 pp., $12.95; five cassettes: 1-3 $12.95; cassette 4, $9.95 and cassette 5, $10.95)

Reviewed by Deborah A. Davidson
Arkansas State University

Advanced Listening Comprehension is a listening, note-taking text for high-intermediate and advanced ESL students. It contains fifteen lectures on a variety of topics, mainly historical and descriptive. As the material progresses, the lectures become longer and more detailed. Units 1-8 provide model notes which demonstrate how information can be abbreviated and organized from the lecture. Unit 9 introduces the topic outline, and Units 11-15 provide outlines alone, without model notes.

Each unit is divided into four sections: prelistening activities, listening activities, post-listening activities and follow-up activities. In the first section a brief overview of the lecture and a preview of the vocabulary and sentences found in the lecture are given. Students fill in blanks for each new vocabulary item, thus using the word or phrase in a context similar to that of the lecture. In the listening section, a sample page of notes with abbreviated information is provided. In addition, there is a word guide with proper names and difficult-to-spell words. The students listen to the tape twice, once just looking at the page of notes, and the second time taking their own notes on the lines under the word guide. The post-listening activities include multiple-choice questions and true/false statements. The students listen to the questions on the tape and circle the answers in their books. Then, they do the true-false exercise in their books. The follow-up section presents general discussion questions related to the lecture. The appendix contains lecture scripts and answer keys.

This text is a useful, well-organized addition to the available texts specifically devoted to developing note-taking skills. (See Liz Hamp-Lyons' article "Survey of Materials for Teaching Advanced Listening and Note-taking" in the *TESOL Quarterly*, Vol. 17, No. 1, March 1983 for reviews of eight such texts.) The lectures are clearly delivered with repetition common to an authentic lecture situation. Transitional statements such as "now let me say a few words . . ." and "so we can perhaps sum up . . ." clue the listener to a shift in emphasis. Moreover, students must use new vocabulary beforehand, allowing them to check their own understanding of the words before the lecture. The word guide helps with spelling problems. Especially useful are the model notes which illustrate how symbols and abbreviations can be used to express information with a minimum of writing. I have found that students enjoy answering the multiple-choice questions immediately after the lecture to see how they comprehended and recorded the information. In the early tapes the lecturer stops occasionally to ask students if they understood the information and to encourage them. The progression to longer lectures with fewer interrupting comprehension checks is gradual, allowing students sufficient time to practice and develop their own note-taking strategies. Thus this text is thorough, with enough material for an eight- or sixteen-week course, depending on the class's level and interests.

There are, however, some weaknesses to *Advanced Listening Comprehension*. One basic problem is the lack of background readings that would make the listening, note-taking process more realistic. I began thinking about the natural process of note-taking in college when a student of mine complained about the final exam I was giving in an ESL study skills class. I told the students that they would hear a new lecture twice, after which they would answer questions about it. Mahmoud objected: "But at the university the professor will be repeating the information in our text." Indeed, more often than not, students are assigned to read certain pages in a text before they hear the lecture material. The purpose of the lecture is then to explain, clarify and elaborate on the material that the students have already read. Thus, the good student is armed beforehand with specific expectations, questions and vocabulary.

Another problem that I found with *Advanced Listening Comprehension* is the range of topics. Each topic is new and unrelated to the one before. Thus, there is no feeling of continuity and of building on basic knowledge and vocabulary. Of course, there is a need for a variety of topics since most ESL classrooms consist of students who have varying interests. A compromise might be reached in this situation by providing modules of three or four lectures each of which would focus on a specific area which would allow students to absorb new vocabulary and gain knowledge in an area.

Furthermore, the type of information emphasized in the multiple-choice and true/false exercises was unduly weighted towards details. The students were expected to write down exact dates, measurements, costs, and temperatures. For example, after a lecture on the Dust Bowl, students were expected to remember that it was on July 24, 1936 and not on July 4, 1936 that the temperature reached 49°C in Kansas. Most history professors are satisfied if a student remembers the correct year of an event. Moreover, a lecturer generally writes numbers and figures on the board. What needs more emphasis, in my opinion, are main ideas, organizational patterns, conclusions and inferences. Students need practice in sifting through the deluge of information they receive in the classroom to focus on the basic concepts and main points. For example, students could be given an outline form to fill in with the main points of the lecture. Students might be asked to state or choose the thesis of the entire lecture. Students might be given statements and asked to infer whether the lecturer would agree or disagree. In this way, students would learn to discriminate between the essential and nonessential, rather than try to record and remember every fact given in a lecture.

Finally, I would like to see a teacher's manual which includes the lecture transcripts and answer keys. In the book's present format the transcripts and answers appear on perforated pages in the text, but students don't like ripping out pages. If students can read the lectures verbatim and see the answers to questions, the purpose of listening for information is defeated.

Despite these shortcomings, this text is an easy-to-use and welcome addition to note-taking texts. A revised edition might include a separate teacher's manual and more exercises on main ideas. In general, I would suggest background readings and several lectures on one topic to better simulate the real experience of note-taking within an academic setting.

About the reviewer: Deborah A. Davidson is an instructor in the Center for English as a Second Language at Arkansas State University in Jonesboro, Arkansas.

A TRAINING COURSE FOR TEFL

by Peter Hubbard, Hywel Jones, Barbara Thornton, and Rod Wheeler. 1983. Oxford University Press, 200 Madison Avenue, New York, New York 10016 and Walton Street, Oxford OX2 6DP England (337 pp., $7.95).

Reviewed by Tom McArthur
Cambridge University Press

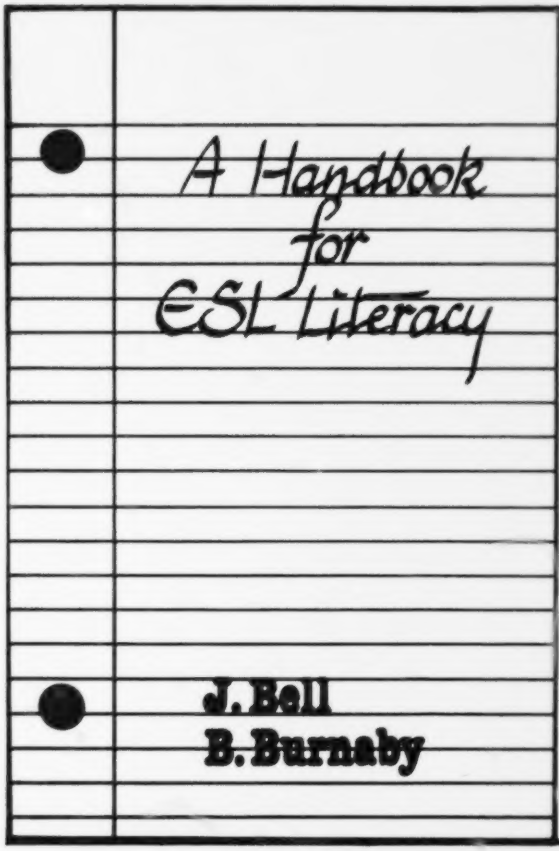
Time was when nobody trained anybody in the business, profession, art, craft or racket of English for foreigners, and acronyms like TEFL and TESOL were still to be conceived and gestated. Nowadays, however, the teaching of English as a second, foreign or alternative language is a mind-numbingly vast enterprise. Publishers and EFL gurus are enthusiastic about its potential, and inevitably the guidebooks for trainers and trainees are rolling off the presses.

First questions then: How necessary are these guidebooks, how many can the market support, and what should they be like? We may not currently have the definitive answer to each of these questions, but we are going to need some kinds of answers before the 1980s are over, and I suspect that we ought to be including training in assessing such guides in the syllabuses of our various TEFL/TESL centers. My own mind has been exercised about these things not just because of this review, but because in the same year (1983) I published a comparable basic book myself—and with the *other* place, Cambridge. However, the Oxford *Training Course* and the Cambridge *Foundation Course for Language Teachers* are as different as any two books could be that are purportedly about much the same thing.

It was a relief to discover this. Certainly, I could not have written the book that Hubbard et al. have produced, nor they mine, and there appears to be room for both. Equally, certainly, the field is not yet so well marked out that everybody is producing variations on the same theme. There *are* choices, and I think that it is good to have choices.

At first sight, however, it might seem perverse to think like this. Wouldn't it be better if the basic books were fundamentally in agreement, tidily covering the received body of knowledge and required classroom behavior for the profession? There is, after all, such a thing as a received body of knowledge, etc., isn't there?

Continued on page 9



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REVIEWS: *TRAINING*

Continued from page 7

Well, there is and there isn't. Nowadays, we can identify a core of theory and practice that everybody should know about, but we can't pretend that everything else around that core is neat, tidy, and ready for use. We struggle with it all the time, and our students will have to carry on that struggle. So they should meet the choices and the problems as soon as reasonably possible, including the problems of writing the books about the problems.

The Oxford book is a team job, by four people working in the very specific milieu of training non-native candidates for the Royal Society of Arts Certificate for Overseas Teachers of English (RSA COTE) in Britain. It therefore has the strengths of collaboration and varied individual experience within a common educational framework, and the weaknesses of being compiled by committee. My own book developed out of notes and materials used in the universities of Edinburgh and Quebec in training teachers; its unity of style and topics, therefore inevitably, reflects one and only one of the many possible views of language teaching. It seems to me that there are six major differences between the Oxford book and mine, and these differences tell us quite a lot about the angles and options open to writers of manuals for TEFL/TESL trainees (See below).

Oxford: A Training Course

1. a team job
2. arising from and centered upon one type of training situation
3. immensely detailed, classroom-oriented, and focused on immediate issues (practical)
4. 337 pages, 10 chapters, plus appendices and index
5. a kind of tutorial encyclopedia
6. UK-based, but intended for international TEFL/TESL training purposes

Cambridge: A Foundation Course

1. one author
2. arising from and discussing a variety of training situations
3. concise, oriented towards language education at large, and concerned with background issues (philosophical)
4. 183 pages, 3 main topic areas, plus appendices and index
5. a kind of introductory overview
6. international, and concerned with the teaching and learning of all languages

It is unlikely that TESL training centers anywhere will ignore either book or either style. Both books are up-to-date, cover the classic issues from grammar-translation to the communicative approach, and demonstrate that each style is viable. As a consequence, both of these books and probably all such books should get shelf space and perhaps be available for use in small-group activities, but the question of which is specifically adopted as a course text is something else. That will depend on such other factors as the location of the training center and the availability of the book, national and/or institutional policies, perceived relevance to training goals, scheduling, cost, type of course, and the personal preferences of those who choose the books—which in this instance boils down to a preference for the slender and global on the one hand or the voluminous and immediate on the other.

BOOK REVIEWS

Please address reviews and/or inquiries to Ronald D. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

The *Training Course* reminds me forcefully of an earlier Oxford work: the 346-page *Language Teaching Texts* that Henry Widdowson brought out in 1971. The same encyclopedic range is there, the same admirable desire to fit in anything that could be relevant. Widdowson relied on short, graduated texts from such 'greats' as Fries, Palmer, Strevens and West, packed around with exercises and support information. Hubbard and his colleagues have used their own texts and teaching specimens, and added to them a wealth of illustrations and diagrams of a very practical kind. In fact, the book that they seem to me to compete with is John Haycraft's 146-page *An Introduction to English Language Teaching* (Longman, 1978), a practical, classroom-related work that I have often found valuable for starting off new students. I respect the sheer detail of the *Training Course*, but I am concerned about overkill, and myself had trouble sustaining a reading interest in the book, where I never had that problem with Haycraft. The Hubbard course may work well for supervised people working systematically through it or in certain sections, whereas for me and those of my students who used it, the Haycraft book presented no problem in class terms or for private work.

My own inclination, therefore, would be to stay with Haycraft for practical matters, and keep the *Training Course* in reserve for projects, general reference, deepening in specific areas, contrastive work, and so on. It is so thorough that one couldn't *not* have a copy handy, for quick reference to teaching aids, errors, planning, pronunciation, testing and general methodology.

That, however, may not be *your* conclusion, especially if you are in the RSA COTE business or cater for similar goals. The book isn't all things to all people, but it is an abundant storehouse, and deserves a thoughtful appraisal by anybody in the TEFL/TESL training area—as well as a place for at least one copy on the reference shelf.

About the reviewer: Tom McArthur, author of *A Foundation Course for Language Teachers* (Cambridge), is the editor of *English Today*, a new journal.

TEACHING ENGLISH AS A SECOND LANGUAGE 2: AN ANNOTATED BIBLIOGRAPHY

by Wallace L. Goldstein. 1984. Garland Publishing, 136 Madison Avenue, New York, NY 10016 (x + 323 pp., $37.00).

Reviewed by Lev I. Soudek
Northern Illinois University

In his preface the author characterizes his new bibliography as an "updated" edition, comparing it with the "first" edition of his work (Goldstein 1975). The scope of new materials covered, the absence of entries originally listed in the 1975 version, and also the numeral in the new book title indicate, however, that the bibliography under review is actually *Part 2* or *Volume 2*, rather than an expanded and revised second edition of Goldstein's useful bibliography.

The distinction becomes important when one attempts to locate not only the most recent sources, but wants to add chronological depth to a given problem by tracing its earlier stages. Most of the entries in the new volume date from 1975 to 1982. Only a few sources published before 1974 have been included now, but only because they were overlooked when the first volume was being prepared. Thus for materials that appeared in the period from 1965 to 1974 one has to consult Goldstein's first volume. (One of the best sources covering materials published before 1965 is Allen and Forman 1967 [reprint edition 1978].)

The new edition has 935 entries (the first volume had 852) consisting of books, dissertations, readers, anthologies, articles, conference papers, and reports. One admitted restriction which could be a weakness because of its subjectivity is the author's intentional exclusion of documents "considered to be overly technical or not germane to the everyday teaching programs" (p. IX). Even so, the number of inclusions is quite impressive when compared with, e.g., the 469 entries of the recent more narrowly focused and unannotated catalog of ESL materials compiled by Reich and Gage (1981).

Another expansion in scope and quality manifests itself in the 303 items listed in the Key-Word Index of the new volume (compared to 185 in the 1975 bibliography). The many new terms added exemplify the increasing complexity of TESOL-related research and interdisciplinary activities in the past eight years; they are also of considerable help to the user. Even a fleeting examination of some new key words, such as *computers, discourse analysis, kinesics, Krashen's Monitor, neurolinguistics, scientific English, videotapes*, shows the magnitude of an information explosion in TESOL with which students, teachers, and researchers have to cope.

This new volume shares one area of difficulty with its 1975 predecessor, as well as with scores of bibliographies in other fields: the problem of how to establish justifiable subject categories which would help subdivide the vast amount of diverse materials into more or less logical and coherent units. In this respect the first volume had several deficiencies of omission (no categories for reference materials, vocabulary, etc.) as well as of arbitrariness (the category of methodology was arbitrarily subdivided into sections A and B). The 1984 volume has a total of 16 subject categories, with some innovations. New additions include *General Instruction* (a quite vague container), *Reference, Special Purposes, Listening* (which has become a new part of *Spoken English*), and *Vocabulary*. Some of the more controversial changes include the omission of the *Adult, Methodology*, and *Texts* categories which were useful in the first volume.

Another problem is the lack of cross-referencing. In his first volume, Goldstein at least provided a kind of token cross-referencing by listing at the end of each category the respective numbers of compatible categories. He has abandoned this practice in his second volume. It is a characteristic feature of TESOL that many of its materials deal with several aspects, subjects, approaches of ESL/EFL, sometimes linked with other disciplines, and hence belong in several subject categories. In Goldstein's scheme, however, each material shows up in only one cate-

Continued on page 13

IT WORKS

Edited by Cathy Day
Eastern Michigan University

Trading Tall Tales

by Christine S. Alvarado
University of Panama in Chiriqui

The following suggestion for a conversation class sounds like it would be fun. Although the author does not mention the language level of the students, I assume they are intermediates. Why not try her technique if your class (or the teacher) is suffering from the winter doldrums?
C.D.

In conversation classes, getting students to listen to each other can be as much of a problem as getting them to speak. Trading Tall Tales helps students do both, and more:

Students use their imagination, the more the better.

Students practice an important function of language—giving an excuse.

Students organize and present oral discourse, and they listen to and discuss that of others.

Students work enthusiastically, unaware that they are practicing skills. The object of the activity, for them at least, is to entertain and be entertained. In fact, it is the major advantage of this technique that students unconsciously refine listening and speaking skills in real communication as they participate in an enjoyable activity.

The technique is simple. Students are placed in groups of four, and each student is given a situation card with pertinent information. For this activity, each card will describe a situation in which an imaginary person missed an important event at which attendance was necessary.

Each student in the group takes the role of the person and is given ten minutes to make up an excuse that will last from two to three minutes when presented. The excuse should be completely *un*believable, even outlandish. Nevertheless, it must be logically organized and understandable. Most important, the topic and language used to explain it must be appropriate for both the imaginary situation and the classroom.

When the ten minutes are up, all students present their excuses to the other members of their group. Here students try to match the presentation to the content of the excuse in order to be as effective as possible. When all members in the group have finished, the group as a whole discusses and selects the best excuse on the basis of both content and presentation.

Finally, the author of the excuse selected in each group presents it to the entire class. Then the class compares them all and decides who told the tallest tale, and did it the most convincingly.

I have heard a lot of tales, from banana peels to spaceships, as excuses for missing a wedding, a graduation, or whatever the event. But I have also seen amused students work very hard in class without even realizing it—and that is no tall tale.

About the author: *Christine S. Alvarado has lived and taught in Latin America since 1970. She has published articles in the* ***English Teaching Forum*** *and the* ***TESOL Newsletter*** *including* ***Supplement No. 1: Writing and Composition.***

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The 1984 ABC Workshops Roundtable

by **Marta Clavero-Pamilla and Sergio Gaitán**
Teachers College, Columbia University

The ABC Workshops, held June 25-July 12 at Teachers College, Columbia University, brought out in the open many more issues related to language teaching, language teacher preparation and the TESOL profession in general than we had originally expected. Two special features of the workshops were the **Roundtable** and the **ABC Weekend Colloquium,** which was reported by R. Oprandy in the October issue of ***TN***. Our main purpose here is to report on the issues debated at the Roundtable, the core meeting for all participants and staff of the workshops.

The Presentation of the Issues

The Roundtable was chaired by **Patrick Early** and **Michael Long.** Throughout its ten one-and-a-half hour sessions, an animated debate took place around several issues proposed by Long during the first session. Two of the issues were professional accountability in second language education and the role of research in relation to this accountability. Long also proposed to discuss the language teaching[1] models presented in **The ABC Teaching Workshops:** Silent Way, C-L/CLL, and the Communicative Approach, in relation to the issue of accountability. For this purpose he put forward the following set of questions to examine these teaching models:

1. What kind of target language experiences are necessary for SLA? What kind of experiences facilitate/speed up/impede SLA?
2. Does the model/approach/method/syllabus/etc. we advocate produce those target language experiences for classroom learners? How?
3. Does the model/approach/method/syllabus/etc. we advocate "improve upon" some/all other alternatives? How?

Long proposed that the answers to these questions were to be supported preferably by "hard" experimental-research evidence or at least by evidence which would be systematic and replicable. He claimed that this research perspective would lead into questions concerning the description/operational definitions of models/methods/etc. For example:

- What are the critical distinguishing features of our "method" as realized in the ESOL classroom?
- What classroom behaviors are prescribed, and which ones are proscribed?
- How much variation is permissible before it no longer warrants the label we give it?
- What system of classroom observation exists or can we invent to recognize our "method"?
- How would we identify the "method" for novice teachers in training?

With this set of questions in mind, **Cecilia Bartoli, Patrick Early,** as well as **Jennybelle Rardin** and **Pat Tirone,** instructors of the ABC Teaching Workshops on the **Silent Way, the Communicative Approach** and **C-L/CLL,** respectively, were invited to talk about the language teaching models they were advocating. **Frances Bolin, Mary Hines, John Fanselow,** and **Richard Allwright** were also invited to give presentations and thus contribute to the discussion.

Of these presenters, Allwright alone chose to address Long's set of questions related to the issues of professional accountability and the role of research. He did so in the last session, when he presented an overview of what had been happening at the Roundtable, from the perspective of "what deserves to be remembered" as opposed to "what will be remembered." We present this section of the report from Allwright's perspective for two main reasons. First, we agree with Allwright's analysis of the difficulties at the Roundtable in discussing the issues of accountability and the role of research (see below for a discussion of the difficulties). Second, and more important, Allwright raised issues, or rather *concerns*, in relation to what happened at the Roundtable and addressed them to the TESOL profession as a whole. We feel that you, the TESOL professional, should be informed of his presentation at the ABC Roundtable.

The Debate of the Issues

Professional Accountability in Second Language Education. Professional accountability was one of the most controversial and difficult issues to be dealt with mainly during the discussion period following some of the presentations. Most of these discussions dealt with the meaning of the term *accountability* and the person(s) to whom we, language teachers, should be accountable. It seems to us that the controversy probably arose because the audience and some of the presenters felt that they were being asked to draw conclusions concerning a term not clearly defined to them. Further, none of the presenters was requested to address the issue of accountability directly and thus provide the basis for discussion.

As we stated earlier, Allwright chose to discuss accountability during his overview of the Roundtable. He stated that one of the reasons for the difficulties we had with the term *accountability* is "that we have not spent much time talking about it at all. What the speakers have mostly talked about is their particular approaches to the whole issue of language teaching and learning which they were initially requested to talk about." However, he stated, "the issue of accountability deserves to be remembered because it serves as a warning: *Can we as a profession talk sensibly about accountability?* Can we in fact point to the sort of things that we might want to point to, to say that we are accountable, that might give us the right to consider ourselves a profession? [It serves also as a warning] that if we cannot get the discussion of accountability going, it perhaps has to get first priority on the agenda next time. Until we have our own professional standards recognized by the outside, we are accountable to other people, not to ourselves as a profession. Until we are an autonomous profession, we are accountable to others in their terms, *not* in ours. This is an issue we have to face."

Long's Set of Questions. Allwright discussed the difficulties at the Roundtable in addressing Long's set of questions. He said that "the actual phrasing of these questions might have offended people. . . . I think unreasonably from my point of view but presumably not from theirs, because it seems to me that *these are* the necessary questions we should be asking ourselves in some form at least. It's the wording itself which is a problem but the issues themselves are not a problem at all. They are the major issues we need to address. And they didn't get addressed.

"This had to be remembered that we didn't do it. If we are not capable of doing it, it's an extremely important lesson to learn . . . and we all ought perhaps to plan to do something about it. Perhaps [the questions] ought to be translated into something that could have been easier for people to react to. Open ended questions perhaps like: *We believe that learners' encounters with target language would be profitable if* ____________________ and then we might see how people would complete the sentence.

"We got nearer [however] to the 'methods' distinguishing features not necessarily in those terms either but at least we had descriptions and in some cases video-presentations, so we could see the sort of things that were relevant to the way of teaching that was talked about. . . . [But] I don't think we were capable of talking about *criterial features* either and this is worrying too. Why is it that we are not capable of talking about criterial features? Are there none? Is it not true that methods can be distinguished criterially in this way? If not, then, that is worrying. . . . It's very difficult to go to a classroom and say that one is [a communicative approach classroom], that one isn't. It's a difficulty that the profession seems to face. [Another difficulty is] deciding what we mean by criterial features and then going ahead and drawing up criterial features on anything we are doing. And this is worrying."

The Role of Research. The role of research was debated mainly in relation to the type of evidence that would be admissible to back up the answers to Long's set of questions. In general terms, we can identify three different research perspectives on this issue. Two of these perspectives were the rigorous experimental-control group research design proposed by Long, and the qualitative research tradition put forward by Bolin in the second session of the Roundtable. During her presentation Bolin distinguished between "two competing ideologies": the rigorous experimental research originated in the Natural Sciences and "the qualitative or interpretative research based on a philosophical view of social inquiry." The third perspective was introduced first by Fanselow during his presentation entitled "Paradoxes and Peacemakers." He stated that "the dichotomy between science and art, measurable and unmeasurable, I think, is wrong. The need we have in our field and in any field is first to look systematically at events and then, of course, to try to see relationships."

During his overview of the Roundtable, Allwright supported Fanselow's perspective and added: "*I fear* that merely making the distinction [between the Natural Science approach and the qualitative or interpretative approach] now can be a colossal 'red herring' for us . . . because we haven't got any study coming from the [qualitative or interpretative] tradition solidly based and as rigorous as the one Mike's talking about. It can be equally rigorous but we can't point in many, many cases to anything going on seriously in this tradition . . . to justify raising the alternative of [interpretative research]. We are not doing [interpretative research]. We are talking about something being possible."

Continued on page 13

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[1] *We are using "models" as an umbrella term for "method," "approach," etc. though we are aware of the controversy about its meaning.*

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REVIEWS: *BIBLIOGRAPHY*

Continued from page 9

gory. This shortcoming which results in a considerable loss of searching power for the user is only marginally alleviated in the expanded Key-Word Index which attempts to trace at least some of the more salient key-word concepts through more than one category.

Despite these difficulties, which should be viewed with a sympathetic and understanding eye because of the absence of fail-proof remedies, the new bibliography is a good research tool with fine annotations of most of the essential sources that appeared in the past eight to nine years. Students, trainees, teachers, and researchers in various areas of ESOL, as well as in related fields, will find it useful and time-saving to scan its annotations of materials on a particular topic before they proceed to select descriptors and formulate requests for more specific online searches of ERIC and other even more specialized data bases.

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About the reviewer: Lev I. Soudek is a professor of English Linguistics and coordinator of programs in linguistics and TESOL at Northern Illinois University in De Kalb, Illinois.

ABC Workshops

Continued from page 11

No final conclusions were reached regarding the issues of accountability and the role of research. "It's worrying," Allwright said, "that we didn't demonstrate that we can handle those issues. . . . because we haven't got the evidence and we can't talk about the evidence very easily either. So we need to wonder why *that* might be? Is it just an artifact of this situation? Is it something to do with the type of people we happen to be that we are incapable of talking about these things as well as we would like . . . or is it something else that is not right in the profession?"

Although no conclusions were reached, we believe that there are two outcomes of the ABC Workshops Roundtable that make this event very worthwhile. As Allwright stated, the first outcome is the fact that "somewhere at last someone [Michael Long] has raised the issue of accountability." The second outcome, we think, is the fact that someone [Dick Allwright] raised those many questions in relation to what happened at the Roundtable. Now we can say that there are some bases for further discussion on professional accountability. In this sense, Allwright proposed to make plans for more research workshops like the ABC Workshops Roundtable. "It could go British for a year or Canadian in terms of location. It could be transferred anywhere around the world."

We have two purposes here, not one. We have accomplished the first one: to report about the 1984 ABC Workshops Roundtable. Our second purpose is to invite you to accept Dick Allwright's proposal and with his questions and worrying concerns in mind, work for an accountable TESOL profession.

About the authors: Marta Clavero-Pamilla and Sergio Gaitán served as coordinators of the ABC Summer Institutes/Workshops and both are in the doctoral program in TESOL at Teachers College, Columbia University. Mr. Gaitán is director of the Instituto Mexicano-Norteamericano de Relaciones Culturales, A.C., Mexico City, Mexico.

MINISCULES

Edited by Howard Sage, ***New York University***

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A dash of politics, a bit of family history, a good measure of culture—all mesh and influence the language courses we teach, the institutes we administer, the curricula we develop. *Miniscules* will, we hope, provide ESOL people with concise accounts of many current non-ESL books, including fiction and poetry, on topics such as culture, ethnicity and politics—those forces and many others—that affect learners, learning and language use.

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Our House in the Last World **by Oscar Hijuelos. 1984. Washington Square Books, c/o Pocket Books, 1230 Avenue of the Americas, New York, NY 10019. Paperback, 235 pp., $3.95.**

Our House in the Last World, a first novel by Oscar Hijuelos, describes in lucid, straightforward prose one Cuban family's odyssey from the Cuba of 1929 up to the New York of the 1970's. The book is replete with passionate and painful descriptions of the emotional turbulence and economic plight of the Santinio family as they struggle to find meaning and security in the "new world" as they phantasmagorically recall the images of the old one. The portraits of Cuba and New York are vividly rendered, and the host of relatives and acquaintances who appear throughout the narrative are depicted with an ironic and sympathetic eye. This book could be recommended as a reader for advanced students for its literate, yet colloquial style, and for its caustic, enchanting representation of immigrant life which almost every student, whatever his or her background, should find intriguing and insightful.

by Alan Gerstle
Hostos Community College, CUNY

The Voice of Fulano **by Tomás Mario Kalmar. Schenkman Publishing Co., Inc., 3 Mount Auburn Place, Cambridge, Massachusetts 02138. Paperback, 113 pp., $7.25.**

The Voice of Fulano by Tomás Mario Kalmar reveals the link between English language non-functioning and social oppression. Through "working papers," taken from his experience of teaching English to Mexican migrant workers in Illinois, the author shows through these quasi poetic vignettes how his students are subtly excluded for political reasons from learning English. Illiteracy renders them powerless to resist sub-standard wages and living conditions. Literacy thus means more power to control their own lives, a power employers are not often willing to grant. The book reveals dilemmas ESOL instructors are not always aware of. In this respect, it would help make their teaching more effective.

Vincent Spina
New York City

Life With Two Languages: **(An Introduction to Bilingualism) by Francois Grosjean. 1982. Harvard University Press, Cambridge, Mass.**

Ideally, as teachers, we would like our students to become bilingual. Grosjean tells us what situations, needs and motivations provoke bilingualism and how it is maintained. Need is perhaps the single most important factor, at least the feeling of it, in the learning of L2, and unless the need is a reality in the environment or the mind, or both, of the learner, academic study will to a large degree be inefficient.

Grosjean, himself a bilingual, who has taught and lived in Switzerland and Paris, and who is now an associate professor of psychology at Northeastern University in Boston, writes in a clear, concise style of bilingual phenomena among individuals, in politics, and in education the world over, and of raising the bilingual child. His book is presently being widely chosen in American universities for introductory courses on bilingualism.

by Tim Murphey
Université de Neuchatel

(Reprinted from ETAS Newsletter, Dec. 1984)

The Dance of Life: The Other Dimension **by Edward T. Hall. 1984. Anchor Press/Doubleday and Co., Inc., 245 Park Avenue, NY 10022. Paperback edition, 250 pp., $5.50.**

To interlanguage, second languages, visual and auditory language, and all the other languages you find interesting, you can now add the language of Time. That's how Edward T. Hall (*The Silent Language, Beyond Culture*) views it in *The Dance of Life*, his most recent exploration of intercultural understanding and misunderstanding. Without abandoning his previous interest in the relative influence of verbal and non-verbal communication, calling the latter the "hidden cultural grammar," he goes on here to say that time and culture are inseparable. With a base in his studies of space in various cultures, he now states that time is the cultural world in which people live and explores that world from Japan through Western Europe to the United States. Look on with Hall as he puts "one little corner of human nature" under his microscope.

by Howard Sage

UNIVERSITY OF MICHIGAN, ELI: A CALL FOR ASSISTANCE

The Testing and Certification Division of the English Language Institute at The University of Michigan is preparing a report of studies which have been conducted using the Michigan Test Battery or parts of this test such as the Michigan Test of English Language Proficiency (MTELP) or Michigan Test of Aural Comprehension (MTAC).

The Testing and Certification Division welcomes information about projects which have used the Michigan Battery in research. Please direct correspondence to: Testing and Certification Division, English Language Institute, The University of Michigan, 3020 North University Building, Ann Arbor, Michigan 48109.

ON LINE

Edited by Richard Schreck
Heidelberg College

Current ESL Software

by Gerard M. Dalgish
Baruch College, CUNY

In this article and in the article to appear in the April TN, Gerard Dalgish reviews currently available ESL courseware. These articles first appeared in **Microcomputers and Teaching ESL,** *Research Monograph Series Report No. 7 of the Instructional Resource Center, Office of Academic Affairs, The City University of New York, 535 East 80th Street, NY 10021 and are reprinted here with permission. I hope that they will stimulate responses, whether in agreement or otherwise.* ***R.S.***

When I began this study, I contacted CUNY faculty interested in ESL and CAI for their reactions to ESL software. My research in large measure confirms their views. Much of what they said can also be a general criticism of CAI. Herbert Seliger (Queens College) commented that the poor quality software flooding the market was "re-inventing the 60's" with language-lab type materials based on Skinnerian stimulus-response (S-R) strategies that bored the students. To a large extent, these observations are a result of the fact that CAI authoring languages in which most courseware is written were produced by practitioners of programmed instruction, a method of pedagogy based primarily on the S-R behaviorist learning theory. In other words, it is the nature of CAI programming to be behaviorist, right down to the computer language used to produce the courseware. Experts and novices alike might say that computers will, because of their nature, always be restricted to S-R-type interaction. ESL teachers shun S-R-type materials and methods so it should be no surprise that most ESL software created in this vein has met with disfavor.

Another general CAI shortcoming of ESL courseware is that it is restricted to drill and practice in which the screen is the rough equivalent of the textbook. This is bad enough when courseware consists of some text/instruction and exercises (as in most ESL software), but it is even worse when the "textbook" resembles, in form and content, no more than ditto sheets as in the MECC Teacher Utility mini-authoring software. Most observers agree that there is no point to this use of CAI (Bork 1981, Thé 1982, Baum 1983, *inter alia*). Of course, the relative value of the textbook would affect the quality of the software, but even an excellent textbook reproduced on the screen would be expensive and of little value.

In ESL software there is very little departure from an exercise book. Even when the instructional text of the CAI courseware is of fairly high standard (notably the Regents/ALA ESL material), the problem of not utilizing the full potential of the computer surfaces again. The result is that lesson material is bookish and boring, and students, faculty, and reviewers quickly lose interest.

This is the major criticism of ESL software, and holds for the most of what I reviewed. For example, BIPACS, a software publishing company, has some slow, low-level graphics involving words which appear one by one in cartoon bubbles over static characters, and some grammar lessons include movement of certain words; but this is slow and not too gripping. Another—PLATO'S remedial grammar lessons—shows morphemes or words scooting around the screen as a result of various transformational rules. Although PLATO is probably the best of the institutionally available courseware in terms of its utilization of the graphics capabilities of the screen (graphics, speech, and touch-screen capabilities), these lessons are already nearly a decade old, and the computer is currently capable of much more. For example, Irene Dutra (Bronx Community College), using limited memory capacity, has developed lessons on past tense spelling rules which are already a step beyond PLATO'S systems in terms of creative use of graphics. Some of Michael Southwell's (York College) Comp-Lab exercises, though not necessarily ESL, show creative use of color and animation for explanations and corrections of student exercises. On the other hand, I found that Regents/ALA, a software publishing company, has a chapter, "Expression of Quality," which was disappointing because the presentation of the material was too static. Although it was clear, with a nicely constructed grid showing which nouns can go with which articles/determiners, etc., the grid could just as easily have been a textbook. Why not have nouns or article/determiners float into their proper slots, or even better, have the students manipulate them to match each other correctly? This is a case of grammatically sound lesson content failing to be matched—imaginatively or not—to the capabilities of the computer. The Regents/ALA material seemed the best in terms of grammatically useful, correct, and sophisticated instructional courseware, including a good set of dialogue questions and answers; however, it could have gone further in terms of computer potential.

Documentation (computerese for the reference guide accompanying the software) suffers from inadequacies within and outside the profession. Often the documentation is disorganized, badly sequenced, poorly indexed, unnecessarily colloquial, but most importantly, lacks explanations of what one needs to know—for instance, why the system is down or won't boot up. Moreover, HELP menus are hard to access and are often incomprehensible even when found. Most teachers, unless they have extensive computer training, will feel intimidated when they cannot fix what is wrong by reading the documentation. Most ESL students, in turn, will be discouraged.

In general, if one is interested principally in drill and practice (S-R), there is much material available, and it is relatively easy to create one's own "lessons" in this framework. This use of the computer has certain value as an adjunct to classroom instruction. It is, however, limited both in the quality of existing material and in the fulfillment of the potential of computer assisted instruction for ESL students. There is need to explore and create new uses for microcomputers in the ESL classroom.

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About the author: Gerard M. Dalgish is ESL supervisor of the Department of English, Baruch College, New York City, N.Y. He is also interested in computers and lexicography.

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INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

Teaching English in Spanish Schools

by Carmen Mir
Juan de Austria, Barcelona
and
John McDowell
Autonomous University of Barcelona

The school system in Spain consists basically of two main cycles—EGB or primary education (Educación General Básica) until the age of fourteen, which is obligatory for everyone, after which pupils may go on to either BUP (Bachillerato Unificado y Polivalente) and COU (Curso de Orientación Universitaria), the academic stream, or to FP (Formación Profesional), the technical stream. The study of one foreign language is obligatory in the last three years of EGB and in BUP/COU and FP. In EGB there are three hours of the foreign language a week and normally four hours and two hours in BUP/COU and FP respectively. Schools offer either English or French as the foreign language. Until recently French was the most frequently selected language, especially in EGB, but now English is gradually gaining favor.

Teachers working in EGB must be 'maestros' holding a diploma from one of the teacher training colleges (a three-year course in which a foreign language is only one of a wide range of subjects to be studied). Those teaching English in BUP/COU and FP must hold a degree in English (a five-year university course). The state schools employ only Spanish nationals. However, the very large private sector accepts a limited number of native speakers with equivalent qualifications, but on an unofficial basis.

The reality of the situation

Physical conditions in the schools are often poor and make it difficult for the teacher to create a sympathetic learning environment. The classrooms are usually large bare rooms with very poor acoustics. So, in the plenary class work the students often cannot hear what is being said and if group work is used, the room acts as an echo chamber which doubles the noise and invokes complaints from neighbouring teachers. However, it is in fact often difficult to organise group work as chairs and desks are sometimes nailed to the floor.

Each school has a budget for materials and equipment but this is very low, so the teacher normally has very few resources. Indeed, the typical classroom has only a blackboard and chalk, with a cassette recorder provided by the teacher. The teachers normally try to set up a resources centre in each school, but lack of space and funds means that this is usually a very basic affair—a few tapes, some visual aids and, with luck, a couple of dictionaries. Rarely is it possible to count on having a range of supplementary materials for use in the class. Recently the Ministry of Education provided a lot of schools with video cassette players (for use by all departments), but unfortunately there is no budget for buying software. However, it seems likely that the Ministry will propose an administrative reform of the system which will solve some of these deficiencies.

Most schools use textbooks and materials printed and produced in Britain, and in the context of Spain they often appear very culture-bound to the British way of life. While this may be useful for developing and widening the students' cultural awareness, it has the disadvantage of making it difficult to engage the students in learning activities which relate to things they are interested in and familiar with. Moreover, many of the books are written with adults, not adolescents, in mind. The general picture is that teachers work basically with a textbook and blackboard, and will supplement these or not according to their own personal energies and resources.

Students are placed in classes according to their year within the general educational system, not their level of English, which may be very different for the following reasons:

- students may have studied French in primary school and started English at secondary school;
- students may have studied English in primary school, that is, for three years, and gone on with it in secondary school.

Both groups are mixed once they reach secondary school. Even if they are not, that is, if they are kept apart, there are still differences of level, since they come from different schools, and therefore they have had different teachers, textbooks, environments, motivation, etc. In general, the level of foreign language teaching in primary schools is rather low, which means that most of the students starting secondary education will still be false beginners. Some, for the reasons mentioned above, will be complete beginners, and just a few will be at pre-intermediate level.

As we have mentioned in the introduction, students have to go through a three year course to finish their secondary education and an extra year if they want to go to university. In each of these years, they have an average of eight or nine subjects to cover, which means that English is a very tiny part of their school work. Nevertheless, in the last few years, the situation has improved: English used to be considered a "minor" subject and has now become an "ordinary" subject.

On the other hand, the system allows groups of forty students per class, which makes it even more difficult to cope with the problem of mixed ability groups. At the same time, discipline has to be taken into account, and in those conditions many teachers do not dare to make use of pair or group work because of the level of noise that is generated. Also with such large numbers, homework and test correction create an enormous work load.

Another problem is with the placement of teachers. Any graduate wanting to teach at a state secondary school has to pass a very theoretical examination (oposición) which deals in detail with such subjects as history of the English language, phonetics and phonology, English grammar and British and American literature. Nevertheless, very little teacher training is required (a mere 60-hour training course), so new teachers entering the system are ill-prepared for the job and usually learn through trial and error and experience.

All of these different problems lead to a lack of motivation on the part of the learner and, sometimes, also on the part of the teacher.

Coping with the situation

The series of problems mentioned may sound quite discouraging. Nevertheless, for quite a number of teachers, they tend to be the source of lots of different creative solutions. In the remainder of this article we discuss some simple but important points which teachers can control and some ideas they can use to help themselves and the learners make the best of the situation.

It is true that lack of motivation can lead to almost unbearable situations. We have said before that English is just one more subject on our students' time-table. Why should we not try and make it a bit different from the others? We could, for example, make it obvious to our students that we walk into the classroom with some very clear *objectives* in mind. This is an essential point, but what follows is just as essential. How do we normally try to achieve those objectives? Are the activities we prepare *appealing* enough? Do they *mean* anything to our students? Do our students need them to *communicate*? Do we tend to keep on for too long with them just to achieve complete accuracy? These and a lot of other questions are always in the minds of many teachers and, we hope, they will soon be in the minds of many more.

If we want to keep our students interested, we must make things interesting. They must feel that they are doing something and that what they are doing is useful. All of us use one language or another, and we use it for one main reason, to communicate. Let us plan activities where the students actually communicate, sometimes among themselves, sometimes with students belonging to other groups, sometimes with pen-friends, or even with tourists visiting their country. Communication within the class-

Continued on next page

BARCELONA TO HOST APPLIED PSYCHOLINGUISTICS CONGRESS

The first **International Congress of Applied Psycholinguistics** will be held in Barcelona, Spain from June 17-20, 1985. The theme of the congress is **Psycholinguistics in the World Today.** Additional information from: Ignasi Vila, Grup de Psicolingüística, Facultat de Psicologia, Departament de Psicologia General, Aviguda de Xile s/n, Barcelona 28, Spain.

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Spanish Schools

Continued from page 15

room may seem the most difficult because of the noise problems mentioned above, but these can also be overcome. Students do not have to move from one end of the class to the other. They can work with the people sitting in front, behind or next to them. Changing class seats will avoid having always to communicate with the same people. Even in such an activity as "Find someone who . . ." (e.g.: listened to the radio yesterday), where they are expected to ask as many of their classmates as necessary until they find the right person, not much movement, noise or chaos is provoked if you give the right instructions before the activity starts. It is enough to let eight or ten of them walk around asking (or being asked by) the ones who are still sitting—these will be the other 30 or 32 if it is a normal group.

Now that we have mentioned the word instructions, we point out how important these are, if we intend to help our students with the task they are given. In any activity, there is a task or several to be accomplished, but if the instructions before the activity are not precise enough the result will be chaos. Going even further, we think of different tasks for different pairs or groups depending on their level of English and their speed in completing the task, one way of dealing with mixed ability groups.

Something we must also bear in mind when preparing lessons is whether the range of the activities is wide enough. Adolescents are normally very restless and they tend to consider long activities as monotonous and tedious. Let us try to give a quick pace to our lessons. We should try to think of many different activities making them as varied as possible. These may still be focused towards the same objective. Just to conclude this very short series of comments we would like to encourage every teacher to take advantage of English in the environment: songs, films, BBC radio programmes, advertisements, brochures, etc. Perhaps the most common sources are British and American films. Students' initiative is unending when they are asked to bring materials to the classroom. Most of them do not mind providing the recordings and the lyrics. The choice of the songs provided and ways to exploit them remain the teacher's decision.

We look forward to hearing from other teachers describing the situation in teaching English as a second or foreign language, or as a second dialect, in their own country. Write to: Liz Hamp-Lyons, University of Edinburgh, Institute for Applied Language Studies, 21 Hill Place, Edinburgh EH8 9DP, Scotland.

These are just a few hints of how some teachers of English in Spain actually cope with the above-mentioned problems and of how some others could face these difficulties, which we hope will not be everlasting. As may be seen in the first part of this article, most of the problems mentioned are due to lack of means and resources.

About the authors: Carmen Mir is "catedrática" (head of the English Department) at a state secondary school in Barcelona (Juan de Austria). She is also involved in teacher training at the Instituto de Ciencias de la Educación of the Central University, Barcelona.

John McDowell is a teacher trainer at the British Council and at the Autonomous University, Barcelona.

Open Doors 1983/84 Reports 338,894 Foreign Students in the U.S.

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Foreign students enrolled at 25,000 higher educational institutions, but just 75 institutions with 1,000 or more foreign students accounted for over one-third of total foreign student enrollment. Community colleges accounted for one-eighth of all international students nationwide.

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TESOL '85 SESSIONS ON MONDAY AND TUESDAY

Monday, April 8, 9:15 a.m. to 12:00 noon and 1:30 to 4:15 p.m.

TESOL and sociolinguistics (colloquium)

Moderators: Leslie M. Beebe and Nessa Wolfson
Presenters: Shoshana Blum-Kulka, Andrew D. Cohen, Teresa Pica, Ellen Rintell, Robin Scarcella, Richard Schmidt, Robin Uliss, and Helmut Vollmer

Teaching and testing ESL writing skills (colloquium)

Sheila R. Brutten, Richard L. Larson, Leah D. Miller, and Stephen B. Ross

Classroom-centered research (colloquium)

Moderators: Stephen J. Gaies and Dick Allwright
Presenters: Allie Cleghorn, Robert Milk, Teresa Pica, Diane vom Saal, Judit Zerkowitz, Craig Chaudron, Catherine Doughty, Leo van Lier, and Donna Johnson

Current perspectives on pronunciation: practices anchored in theory (colloquium)

Moderator: Joan Morley
Presenters: William R. Acton, Sandra C. Brown, John C. Catford, Marianne Celce-Murcia, William Crawford, Judy B. Gilbert, Thomas N. Huckin, Mary S. Temperley, and Rita Wong.

Season of fruitfulness: planting and harvesting literature in ESOL (colloquium)

Moderator: Howard Sage
Presenters: Diana Chang, Henry Widdowson, Alan Maley, Mary Ann Christison, Jean Mullen Smith, and Donald A. Sears.

Performance tests of ESL for academic purposes (colloquium)

Moderator: Marjorie B. Wesche
Presenters: J. Charles Alderson, Kathi Bailey, Clive Bruton, Brendan Carroll, Ellen Cray, Alan Davies, Stan Jones, Cyril Weir, and Don Porter

Off-air video in language classes: oversight or overkill? (colloquium)

Moderator: Joyce Gilmour Zuck
Presenters: Joanne Brokaw, Marilyn Eisenhardt, Patricia Jensen, Monica Maxwell, and Louis V. Zuck

Monday, 9:15 a.m. to 12:00 noon

Educating refugee children K-12: two programs, entry to exit (colloquium)

Susan Haverson, Linda Hughes, Hollis Stein

Computer-assisted language learning: from research to application (colloquium)

Moderators: Roger Kenner and Karen Price
Presenters: D.F. Clarke, Ronald Feare, Don Loritz, Deborah Healey, and Dana Paramskas

The refugee, the teacher, and the role-play (workshop)

Cesar Natividad, Timothy Maciel, Carol Gordenstein, and Vilma Eleazar

Developing task-based listening materials for survival English classes (workshop)

Susan M. Reinhart

Research on learner strategies (colloquium)

Moderators: Anita Wenden, Carol Hosenfeld, and Joan Rubin
Presenters: Carolyn Stanchina, Gloria Stewner-Manzanares, Charles W. Twyford, J. Michael O'Malley, and Anna Uhl Chamot

Monday, 1:30 to 4:15 p.m.

Strategy-oriented activities in language learning materials development (workshop)

Patrick Allen, Graham Barker, and Michael Canale

Developing a listening comprehension test (workshop)

Jean N. Benetti and Victor Sinclair

Introspect '85: TESOL writers' forum on language materials (colloquium)

Moderator: Pamela Breyer
Presenters: Brian Abbs and Ingrid Freebairn, Jean Bodman, Donald R.H. Byrd, Steven Molinsky and Bill Bliss, and Michael Walker

Analyzing ESL course objectives: a workshop in curriculum design (workshop)

Brita Butler-Wall

Contrastive rhetoric: writing across cultures (colloquium)

Moderators: Ulla Connor and Robert B. Kaplan
Presenters: William Grabe, Stan Jones, John Hinds, and Robin Scarcella
Discussants: Shoshana Blum-Kulka and Shirley Ostler

Pre-employment training program design (workshop)

Michael DiGregorio

Children and ESL: what we've learned, what we're learning (colloquium)

D. Scott Enright, Pat Rigg, Sarah Hudelson, Carole Urzúa

How to conduct and rate oral proficiency interviews (workshop)

Anne Lindell Hagiwara and J. Sanford Dugan

Writing from experience: dialogue journals as a teaching tool (workshop)

Bonnie Meath-Lang and John Albertini

Initiatives in communicative language teaching (colloquium)

Moderators: Sandra J. Savignon and Margie S. Berns
Presenters: Christoph Edelhoff, Claire Kramsch, Hans-Eberhard Piepho, Hildebrando Ruiz-Morales, Stephen Smith, and Rebecca Ullman

An international TA program to meet your university's needs (workshop)

Jan Smith and Mark Landa

Industrial linguistic support project (workshop)

Edward R. Terceiro and Wilfred Houle

Computer software review (colloquium)

Moderator: Emily A. Thrush
Reviewers: to be announced

Tuesday, 9:15 a.m. to 12:00 noon and 1:30 to 4:15 p.m.

Evaluation of EFL programs (colloquium)

John Bordie, Jennifer DeCamp, Gloria Kreisher, and G. Richard Tucker

Research in reading in a second language (colloquium)

Moderator: David Eskey
Presenters: Joanne Devine, Patricia Carrell, Margaret Steffensen, Ulla Connor, Kyle Perkins, Fraida Dubin, Mary Lee Field, Gissi Sarig, and William Grabe
Discussants: James Coady, Sandra Silberstein, Liz Hamp-Lyons, Andrew D. Cohen, and Sharon Allerson-Menke

Student resource centres: the key to efficient individualized instruction (colloquium)

Moderator: Greg Larocque
Presenters: William Cousin, Henri Holec, Penny Ur, and Elaine Race

Tuesday, 9:15 a.m. to 12:00 noon

The freshman comp. administrators' session (colloquium)

Moderator: Dean Brodkey
Presenters: Nancy Duke S. Lay, Robin Murie, Irene Brosnahan, Roger M. Thompson, T.J. Ray, and Gregory A. Barnes
Discussants: Shirley Wright, Janet C. Constantinides, Joy M. Reid, Leroy Perkins, and Patricia R. Porter

Purple cows or potato chips: multisensory language teaching (workshop)

Mary Ann Christison and Sharron Bassano

Town/gown: university help for public school ESL programs (workshop)

Ronald D. Eckard, Virginia Dieckman Lezhnev, Therese Suzuki, Mary Ann Kearny, and Diane Eison

L2 acquisition and cognitive development: an integrated curriculum (workshop)

Livia Feneran and Ruthann Hilferty

Needs assessment in vocational ESL (colloquium)

Julia Lakey Gage, Nick Kremer, and Jenise Rowekamp

Video programs: selection and use (workshop)

Joseph Helms and Miriam Espeseth

Techniques for improving classroom dynamics (workshop)

Karl J. Krahnke and Marji Knowles

Trouble-shooting and problem-solving for ESL program administrators (workshop)

Martha C. Pennington and Robert P. Fox

Mainstreaming the urban ESL college student: problems and prospects (colloquium)

Moderator: Carolyn B. Raphael
Presenters: Gilberto Arroyo, Mel Baron, Joan Gregg, Richard D. Leonard, Sally Mettler, Elisabeth Pennington, and Sue Shanker
Respondents: Donald R.H. Byrd and Carlos A. Yorio

Technology in language testing (colloquium)

Moderator: Charles Stansfield
Presenters: Michael Canale, Alan Davies, Grant Henning, Gary Mulholt, and Peter Tung

Pre-employment training in refugee camps: approaches and teaching activities (workshop)

Elizabeth Tannenbaum, Neil Anderson, Michael DiGregorio, Linda Nelson, and Mark Preslan

Key questions about writing: a roundtable discussion (colloquium)

Moderator: Barry P. Taylor
Presenters: Gay Brookes, William Gaskill, Suzanne Jacobs, Ann Raimes, Joy M. Reid, Henry Widdowson, and Vivian Zamel

Continued on next page

'85 SESSIONS

Continued from page 17

Teaching West Indian students in North American schools (workshop)
Lise Winer

Informal reading inventories for limited-English-proficient students (workshop)
Iva Wong

Tuesday, 1:30 to 4:15 p.m.

Devising strategies for absolute beginners, beginners, and false beginners (workshop)
John Boyd and Mary Ann Boyd

ESL in the elementary grades (workshop)
Gina Cantoni-Harvey and Patricia Mulligan

Creating a curriculum for Caribbean students (workshop)
Elizabeth Coelho

Using poetry in the EFL classroom (workshop)
Joann Collie and Gillian Porter Ladousse

Personal marketing: resume development and evaluation (workshop)
Susan Rippert Davila and Michele J. Sabino

Get to business: contracting, surveying, and building a VESL program (colloquium)
Joyce E.T. Dennis, Miriam Diaz, and Joyce Penfield

Organizing to deliver ESL to exceptional LEP students (workshop)
Nancy Dew

Theory into practice: perspectives in language teacher education (colloquium)
Moderator: Patrick Moran
Presenters: Mary Ashworth, Nicholas Elson, Donald Freeman, Kathy Opel, and Andrew Thomas

Using drama techniques to teach oral skills in ESOL (workshop)
Hyacinth Gaudart

The refugee Mainstream English Language Training (MELT) project (colloquium)
Moderator: Jane Grover
Presenters: K. Lynn Savage, Linda S. Smith, Myrna Ann Adkins, Kathy Do, and Michael Paul

One step beyond: the oral presentation of writing (workshop)
Jane B. Hughey and Deanna R. Wormuth

Preparing ESL students for freshman composition (colloquium)
Moderator: Christine Jensen
Presenters: Roseann D. Gonzalez, Alexandra R. Krapels, Robert Dakin, and Roger Thompson

Basic skills simulations for the refugee ESL student (workshop)
Laurie Kuntz and Steven DeBonis

When worlds collide: insights from cross-cultural miscommunication (workshop)
Judy Winn-Bell Olsen and Yvonne Safwat

Listening comprehension: research, methods, and resources (colloquium)
Moderator: Priscilla Fawn Whittaker
Presenters: Nancy M. Works, Patricia Wilcox Peterson, Patricia A. Dunkel, Robert Oprandy, and Margaret Graham
Respondents: Daniel Dropko, Monica A. Maxwell, and Leslie Anne Boldt

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NEW YORK HILTON HOTEL

Taking the Bite out of the Big Apple: A Test for TESOLers '85

by Lise Winer
Southern Illinois University

Instructions: Complete each section.

Make arrangements to go to TESOL '85 in New York.

Have a really fine time.

A. True or False

1. You can get anything in New York.
2. New Yorkers are unfriendly.
3. New Yorkers are unhelpful.

Answers:

1. True, more or less. You just may not be able to find it in a hurry. If you plan to shop for specific items, spend some time on the telephone first.
2. False. New Yorkers are generally very friendly, especially indoors.
3. False. New Yorkers generally try to be quite helpful. They will always be able to tell you which subway stop you're at, and which direction is uptown; just don't expect them to give you adequate transit instructions if you ask about a place they don't go to every day!

B. Multiple Choice

1. When coming to the TESOL '85 convention in New York, bring money in the form(s) of:

a) U.S. cash b) U.S. traveller's checks
c) credit cards d) non-U.S. currency
e) personal checks f) bank checks

Answer: a, b, or c. *Do* bring some U.S. cash, as you will need it for transportation. Obtain some tokens—good for bus and subway—at any subway station.

2. To control panic caused by crowds and tall buildings, nip into:

a) any giant department store
b) Times Square
c) a restaurant

Answer: c) Have a cup of tea or a glass of papaya juice, and cool out for a few minutes.

3. Bagel and lox:

1. The plural of bagel is:
a) bagel b) bagels c) baglen
2. The lox is the: a) brown bread part b) pink fish part c) white cheese part

Answers: 1-a (you will also hear b) 2-b

4. Between Kennedy airport and Midtown Manhattan, you can take:

a. a taxi, which will take 30-50 minutes, for $24-30 plus tolls
b. a bus, which will take 45-60 minutes, for $7
c. a subway, which will take 50-60 minutes, for $6

Answer: All of the above

5. Between LaGuardia airport and Midtown Manhattan, you can take:

a. a taxi, which will take 20-40 minutes, for $13 plus tolls
b. a bus, which will take 30-60 minutes, for $5

Answer: both a and b

6. Between Newark airport and Midtown Manhattan, you can take:

a. a taxi, which will take 30-40 minutes, for $25-40 plus tolls
b. a bus, which will take 30-40 minutes, for $4
c. the Concorde

Answer: a and b

Hints: — Take taxis and buses only at designated taxi and bus stops.
— Ask if cheaper round-trip tickets are available for buses.

C. Matching Sentences on Safety

Choices:
a. bag, purse, wits
b. lights
c. expensive jewelry, gold chains
d. friendly New Yorker
e. outside, back
f. something to read
g. uniformed red-cap or porter

1. For self-protection and camouflage while traveling alone on the subway, it's helpful to carry ________.
2. Hang on tightly to your ________.
3. Don't put your wallet in your ____ pocket.
4. Don't wear visible ________.
5. Areas of the city vary tremendously, sometimes from block to block. If you aren't sure, ask a ________.
6. Never get into a subway car that has no ________.

Continued on next page

Take a Bite . . .

Continued from page 18

NB: It is normal for subway cars in motion to lose lights for several seconds at a time.

7. Entrust your luggage only to a ______.

Answers: 1-f; 2-a; 3-e; 4-c; 5-d; 6-b; 7-g

D. Cultural Kinesics Exercise

1. Where should you look while walking?
2. How much eye contact with strangers is permitted on the street, in buses or on subways?

Answers: 1. More than a glance up at tall buildings marks you as a non-local—but admire them anyway!

2. More than one one-hundredth of a second is an open invitation to anything. Keep observation distant or peripheral.

E. Geography and Map Practice

If you have friends in New York with whom you are planning to stay or whom you plan to visit,

1. write a letter to them, and find out exactly how far they are from the convention site,
2. locate their residence on a map,
3. enquire about travel time—it can easily take an hour or two to get to places in Brooklyn or Queens, for example.

F. Cloze

New York has a great __1__ system, including subways underground, and __2__ and taxis on the surface. They are __3__ and extensive. At some times, you may have to __4__ for a subway; do this in the designated off-hours waiting area.

However, most of the time, people get around on __5__, as this mode is faster, cheaper and more convenient. But keep in mind that the concrete __6__ in New York are harder than anywhere else in the world. So bring walking shoes or __7__—and be in fashion too!

Answers: 1—transit, transportation
2—buses
3—rapid, quick, fast
4—wait a long time
5—foot
6—sidewalks
7—sneakers, running shoes

Total Score

All correct: You're a regula New Yawka!
20 or more correct: No problem.
1-20 correct: Study up!

Watch for local quizzes on New York in the *TESOL '85 Convention Daily!*

TIPS FOR TESOL TRAVELERS

by Rosemarie Lytton
TESOL Convention Coordinator

Are you new to traveling to regional conferences, affiliate meetings, or international conventions? If so, here are a few suggestions to reduce travel costs and to minimize travel frustration:

- Plan ahead as early as possible to arrange for the most convenient flights at the best possible fares.
- Remember that fares quoted by an airline or a travel agent are not guaranteed until the tickets are purchased, so purchase early.
- Inquire about super-saver fares. If you plan to stay over a Saturday night and you make reservations seven days in advance, you might qualify for a super-saver fare. Some airlines offer even lower fares if you make reservations 14 days in advance.
- Check with a travel agent. Most travel agents are paid a commission by the airlines rather than a fee by the client. After you purchase your tickets, you should continue to check with the travel agent in case a better fare becomes available, in which case the travel agent will arrange for a refund.
- Look into special fares offered by convention organizers. If traveling from within the United States to the annual TESOL convention, for example, you are eligible for up to a 40% discount on United Airlines and a minimum of a 30% discount on Eastern Airlines with all minimum-stay and advance-purchase restrictions waived. Unfortunately, due to legal restrictions TESOL cannot negotiate for special fares outside the U.S. (For more information about special convention fares, contact the TESOL Central Office.)
- Reconfirm the reservation a week in advance and again on the day of the flight in case there are any last-minute schedule changes.
- Request in advance choice of seat (window, center, aisle), section of the plane (smoking, nonsmoking), and special snacks or meals (e.g., low-calorie, kosher, vegetarian). (This service is not available on all flights.)
- Organize a group to rent a bus or van as an alternative to flying if many people from your area are traveling to the meeting and the meeting is within driving distance.

The Hilton Hotel is on Sixth Avenue between 53rd and 54th Streets.

GREGORC KEYNOTE SPEAKER

Anthony F. Gregorc will be the keynote speaker at TESOL '85 on Tuesday evening, April 9. If you haven't heard of him, there's little reason you should have: he is not in TESOL. Nonetheless his message is definitely relevant. His field is human development systems and his interest is the impact that the study of the mind has and will continue to have on education and on us who are in education.

Gregorc came into the field of independent research and consulting after he had held and given up two tenured positions in education, one at the University of Illinois and one at the University of Connecticut. In addition, he has been a public school teacher and administrator.

Aware of the differences in learning styles among learners as well as among teachers, he has developed a means of delineating those styles so as to address the questions of how, why, and what individuals can, will, and do learn. That sounds like a tall order, doesn't it? In our field, which deals with cross-cultural encounters, it is especially important, though, for us to consider other than "western" ways, patterns, or channels, of thinking, and to realize that individuals differ in the channels they use most frequently or strongly.

Gregorc defines four dominant channels of thinking: abstract sequential (AS), concrete sequential (CS), abstract random (AR) and concrete random (CR), terms which defy definition in a short space like this.

Nonetheless, each style or preferred learning pattern includes a particular view of reality, an ordering ability, a sense of time, and so on. While we all possess some of the features of each style, we all, to a more or less intense degree, have a natural dominant point. For example, an AS person is a serious, intellectual realist; logical, analytical, and rational. A CS is a patient, conservative realist; instinctive, methodical, and deliberate. A person dominantly AR is an emotional, exuberant idealist; psychic, perceptive and critical. And a CR is an inquisitive and independent realist/idealist; intuitive, instinctive, and impulsive.

The affinity that each of us has for a predominant learning style will have some influence on how we teach and meet the needs and predominant styles of individual learners. Gregorc will share some of the details of his research on how our complex minds create reality and how we in turn create reality for others. The implications of this research and knowledge for schooling will require a quantum leap in our present collective attitudes about teaching and learning.

A special issue of *Leading Edge Bulletin* (III, 9; January 31, 1983) was devoted to Gregorc's work.

TESOL'85 NEW YORK TESOL

MEET THE LEADERS OF THE 1985 LSA/TESOL SUMMER INSTITUTE AND TESOL SUMMER MEETING

Deborah F. Tannen

The director of the 1985 LSA/TESOL Institute is Deborah Tannen, assistant professor of linguistics at Georgetown University. Tannen received an M.A. in English Literature from Wayne State University and an M.A. and Ph.D. in Linguistics from the University of California, Berkeley. Her leadership of the institute epitomizes current trends toward a multidisciplinary approach to the study of language and communication. A gifted poet and writer, she is equally at home in the fields of English and Greek literature, discourse analysis, and cross-cultural communication.

As a sociolinguist, Tannen has challenged our traditional assumptions about the relative values placed on spoken and written discourse. Most of us were sent to school by parents who believed that we needed to be taught a style of language that was more refined, more formal, more useful for intellectual purposes than the style of ordinary conversation we had acquired at home. For Tannen, however, it is everyday conversation which provides the rich data essential for the study of language. She has turned in her research to investigating the relationships between conversation and poetry, story-telling and literature, and everyday language and cultural epistemologies.

Evidence that her approach has been productive is found in the six books she has written or edited and over fifty published articles. Two books were published in 1982: *Analyzing Discourse: Text and Talk* and *Spoken and Written Language: Exploring Orality and Literacy*. *Conversational Style: Analyzing Talk Among Friends* and *Coherence in Spoken and Written Discourse* have just been published and *Perspectives on Silence*, edited with Muriel Saville-Troike, will be available soon. She has also written a book about the work of a modern Greek writer, *Lilika Nakos*.

Tannen's interest in linguistics grew out of her experience as an EFL teacher in Greece. She has taught EFL at the Detroit Institute of Technology, Lehman College, Wayne State University, Mercer County Community College, and the University of California, Berkeley. She helped design EFL programs for Mercer County Community College and Lehman College. In 1977, she served as the summer coordinator of the EFL program at University of California, Berkeley.

Tannen believes that the study of language should contribute to solving problems people encounter daily. Understanding communication is crucial to each person's sense of well-being as well as his or her success. Tannen and the other leaders of the 1985 LSA/TESOL Institute hope that all participants will experience the rewards of better understanding communication and the pleasure of "talk among friends."

Wallace L. Chafe

The associate director for LSA of the 1985 LSA/TESOL Institute is Wallace Chafe, professor of linguistics at the University of California, Berkeley. Chafe received his Ph.D. in Linguistics from Yale University. One of the leading linguists in the United States, he has contributed to research in American Indian Languages, cognitive aspects of language production, and differences between spoken and written language.

Chafe's work provides excellent examples of the Institute theme: the interdependence of theory, data, and application. Through fieldwork in the Caddo language (1961-1965), the study of semantic prerequisites to machine translation (1972-74), "the pear film" project (1975-77), and research on differences between spoken and written language (1980-present), he has pioneered in the development of methods for analyzing natural language discourse as it is used in communicating and storing knowledge.

Like other creative individuals, Chafe is able to perceive the connections between apparently diverse phenomena. He has successfully pulled together those insights from anthropology, psychology, and linguistics that have a practical application in untangling the complex interrelationships among cognition, language, memory, and experience.

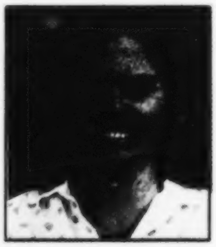
Like many linguists, Chafe began his training and research as an American Indianist, an interest he has maintained and deepened. In addition, he developed an interest in semantics (his book *Meaning and the Structures of Language* is a classic in this field), and more recently, in language and cognition (his key articles "Language and Memory" and "Language and Cognition" appeared in *Language* in 1973 and 1974, respectively). The book he edited, *The Pear Stories: Cultural, Cognitive, and Linguistic Aspects of Narrative Production*, grew out of a research project he directed at UC-Berkeley on the verbalization of experience.

During the 1985 LSA/TESOL Institute, he will be teaching a course entitled "Spoken and Written Discourse."

Diane Larsen-Freeman

Diane Larsen-Freeman will serve as the associate director for TESOL of the 1985 LSA/TESOL Institute. She received her Ph.D. in Linguistics from the University of Michigan. Since 1978 she has lived in Brattleboro, Vermont, where she has served on the MAT faculty of The School for International Training of the Experiment in International Living.

Larsen-Freeman has made extensive contributions to the fields of second language acquisition and language pedagogy. Besides numerous articles that have appeared in major journals and publications, she co-authored *The Grammar Book: An ESL/EFL Teacher's Course* (Newbury House, 1983) with Marianne Celce-Murcia and *An Introduction to Second Language Acquisition Research* (Longman, forthcoming) with Michael Long. She has been the editor of *Language Learning* since 1980.



She was a Peace Corps Volunteer in Malaysia from 1967 to 1969. While serving as an ESL teacher there, she became proficient in Malay and Indonesian. She has also taught at the University of Michigan, Wayne State University and UCLA.

Larsen-Freeman has also been involved in numerous professional activities in the LSA, TESOL, CATESOL, NNETESOL, and AAAL. She served as a faculty member on two other TESOL summer institutes as well as on a Fulbright program for Italian Teacher Trainees at UCLA during the summers of 1980-82, at Harvard University in 1983, and at New York University in 1984. In 1983 she served as a consultant in Indonesia for the USIA and in 1984, she made two trips to Italy under the auspices of the USIA.

Larsen-Freeman will be organizing a special workshop for the TESOL Summer Institute entitled "The Epistemology of Second Language Acquisition." She will also be teaching two courses: "Pedagogical Grammar for Beginning ESL/EFL Teachers" and "Pedagogical Grammar for Experienced ESL/EFL Teachers."

Continued on next page

The Amazing English Language

An eight-hour television miniseries, *The Amazing English Language*, began production in April 1984 for air on the Public Broadcasting System (PBS-USA) sometime in 1986. It is a project of MacNeil-Lehrer-Gannett Productions, co-producer of public television's "MacNeil/Lehrer NewsHour," USA's only nation-wide hour of evening news.

The series, co-produced with the British Broadcasting Corporation (BBC), is being filmed on location in 16 countries* on five continents. Four episodes were completed in 1984 and four are to be completed this year.

"Essentially, the series examines the origin, development and future of the English language," said Al Vecchione, president of M-L-G. "What we're doing is an out-and-out adventure story about the transatlantic tongue which has become, to a large extent, the world's language."

For more information about this series, write to: MacNeil-Lehrer-Gannett Productions, 356 West 58th Street, New York, NY 10019, USA.

*Canada, U.S.A., Barbados, Jamaica, Honduras, England, Scotland, Ireland, Wales, Holland, France, Sierra Leone, Nigeria, South Africa, India, Singapore and Australia

MEET THE LEADERS. . .

Continued from page 20

Heidi Byrnes

The assistant director of the 1985 LSA/TESOL Institute is Heidi Byrnes, associate professor of German at Georgetown University. Born in Germany, Byrnes first came to the United States as an American Field Service exchange student in 1960. Like many other exchange students, she made many lasting friendships. Later she returned to the United States to study. She received an M.A. in Modern Languages and Linguistics from Kansas State University and a Ph.D. in German and Linguistics from Georgetown University.

Byrnes shares many professional interests with the director of the institute, Deborah Tannen. They organized Georgetown University Round Tables in successive years. In 1981, Tannen directed "Analyzing Discourse: Text and Talk"; the following year, Byrnes directed "Contemporary Perceptions of Language: Interdisciplinary Dimensions."

Both professors share the view that an adequate understanding of language must be based on insights from many fields that differ in approaches and methodologies. Thus, a student of language can benefit from the principles found in linguistics, sociology, anthropology, psychology, literature, art, religion, mathematics, and philosophy. Language resists classificatory systems which would impose boundaries between the sciences and the arts, theory and practice, artifact and tool, object and observer.

Because the 1985 institute grows out of and will contribute to this view of language, Byrnes is anticipating a very challenging and productive summer. The classes, workshops, lectures, and other events will afford opportunities for formal and informal exchanges between classroom teachers, who must normally spend their time dealing with the practicalities that complicate language teaching, and linguists, who are committed to studying language as a phenomenon in itself. She expects the cross-fertilization of ideas between these two groups to lead to more creative solutions to language questions.

Byrnes is also looking forward to chairing a three-day workshop entitled, "European Approaches to Second Language Acquisition," which will include speakers from Italy, Finland, France, and Germany. For Byrnes, cooperation is the key to new discoveries about language.

Joyce Hutchings

The director of the 1985 TESOL Summer Meeting will be Joyce Hutchings. Hutchings has been on the EFL faculty of Georgetown University since 1978. Before that, she taught and did graduate work at the University of Hong Kong; Canberra College of Advanced Education and the Australian National University in Canberra, Australia; and the American University, Washington, D.C.

Hutchings has contributed to the EFL teaching profession in many ways. She has developed innovative techniques for the use of videotapes in advanced listening-speaking classes. She has also designed the curriculum for various EFL courses. This past summer, the United States Information Agency sent her to Morocco where she taught EFL methodology to high school teachers of English.

Hutchings' qualifications for her leadership role in organizing the current TESOL summer meeting are derived from her experiences as the wife of a foreign service officer, as an active participant in a local TESOL affiliate, and as the mother of twin teenagers.

While her husband was serving in the diplomatic corps, she organized numerous events in international settings. Not only did she expand her EFL teaching skills during her residence abroad, but she also achieved proficiency in spoken Mandarin Chinese.

For the past several years, Hutchings has been active in planning WATESOL (the Washington, D.C. affiliate) conventions, serving as on-site liaison and paper selection chairman. From this experience she has learned that the success of a conference lies in the quality of the papers that are presented. Her staff will be diligent in their efforts to select papers which reflect current research in second language acquisition as well as those which present new and effective techniques for the classroom.

Because the summer meeting is co-hosted by WATESOL and the English teaching community at Georgetown, an associate director will be serving with Hutchings: Mary Niebuhr, who is not only active in affiliate matters but works as associate director of the ERIC Clearinghouse on Languages and Linguistics.

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For more information contact: Joyce Hutchings, Director
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Intercultural Center
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Telephone 202 625-4985 or
625-8189

CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

CLASS ACTS OF '85

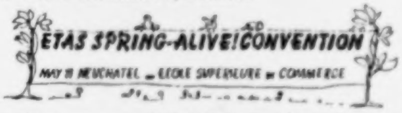
TEAL (The Association of BC Teachers of English as an Additional Language) have come up with one of the most creative and innovative ideas for conference presentations. At their conference, March 14-16, at Richmond Inn in Richmond BC, they will present Class Acts '85. This is a kaleidoscope of ideas, multicultural talents and products of ESL classes throughout BC. They will feature a walk-through gallery for verbal/visual display and demonstrations, a theatre for live performances of discovered classroom talents and other treasures. If you would like more information on planning a similar presentation for your conference contact: BC TEAL, 1208-1124 Lonsdale Avenue, North Vancouver, B.C. Canada V7M 2H1.

15th FIPLV WORLD CONGRESS ON MODERN LANGUAGE LEARNING

The **15th World Congress on Modern Language Learning,** organized jointly by the Féderation Internationale des Professeurs de Langues Vivantes (FIPLV) and the Finnish Foreign Language Teachers' Association (Sukol) will be held in Helsinki, Finland from July 22-26, 1985.

More than 20 featured speakers are scheduled including: **Chris Brumfit** (Great Britain) on The teacher's role in communicative teaching; **Claus Faerch** (Denmark) on Negotiating learning in FL classrooms; **Åke Hågg** (Sweden) on A look at computers in language learning; **Torsten Lindblad** (Sweden) on Time for new eclecticism?!; **John Oller** (USA) on Testing communicative competence; **Mario Rinvolucri** (Great Britain) on Personal awareness activities for teaching grammar; **Kari Sajavaara** (Finland) on "The silent Finn" and foreign language communication; **Earl Stevick** (USA) on Humanistic psychology in foreign language learning—competence through confidence; and **Frank Zapp** (Federal Republic of Germany) on Language policy in Europe.

For more information, write to: 15th FIPLV World Congress, Finnish Foreign Language Teachers Association (Sukol), Annankatu 22A1, SF-00100 Helsinki 10, Finland.


ETAS SPRING-ALIVE!CONVENTION
MAY 11 NEUCHATEL — ECOLE SUPERIEURE — COMMERCE

The two year old English Teachers Association, Switzerland is having its first major convention May 11, 1985 in Neuchâtel. The focus is on hands-on, practical material for the classroom. There will be congruent sessions, special interest group discussions, a teacher-made-materials display area, as well as several prominent speakers and authors from around Switzerland. For further information, please contact: Tim Murphey, English Seminar, Université de Neuchâtel, 2000 Neuchâtel, Switzerland.

FIFTH EUROPEAN SYMPOSIUM ON LSP

The fifth European Symposium on Language for Specific Purposes will be held August 26-30, 1985 in Leuven, Belgium. For more information, write to: Professor L. K. Engles, Organizer, Instituut voor Levende Talen, Katholieki Universiteit Leuven, Vesaliusstraat 21, B-3000 Leuven, Belgium.

JALT INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING/LEARNING

The Japan Association of Language Teachers will sponsor its eleventh annual **International Conference on Language Teaching and Learning** at Kyoto Sangyo University, Kyoto from September 14 through 16, 1985. The conference will feature over 150 workshops, demonstrations, and papers dealing with a wide range of topics relevant to language teaching, learning, and acquisition.

Persons interested in attending can receive information from: JALT, c/o Kyoto English Center, Sumitomo Seimei Bldg. 8F, Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, Japan.

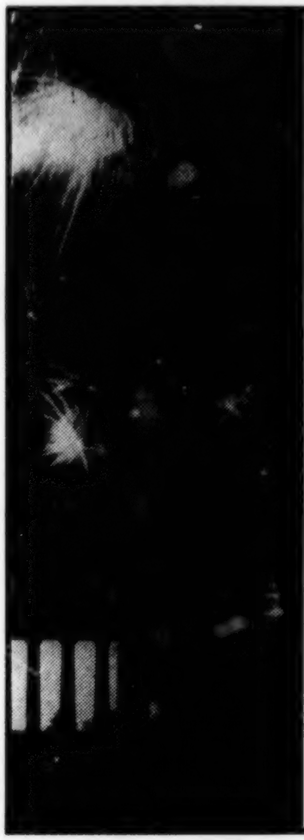
CALL FOR PARTICIPATION

The sixth annual WATESOL Convention will be held on October 4 and 5, 1985 at the University of Maryland, College Park, Maryland. WATESOL solicits proposals for presentations relating to the theory and practice of second language education and bilingual education. For a proposal form, contact: Janet Giannotti, WATESOL, 5017 Thirteenth Street North, Arlington, Virginia 22205. Proposal forms are due on May 15, 1985.

PENNTESOL-EAST SPRING MEETING

The fifth annual spring meeting of PennTESOL-East will be held on March 15th at Temple University, Philadelphia, Pennsylvania. For information write to: Patrick S. J. Ruffin, PennTESOL-East, c/o ALA Beaver College, Glenside, Pennsylvania 19038.

Continued on page 24



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For more information write: Professor Deborah Tannen, 1985 Institute, Department of Linguistics, Georgetown University, Washington, D.C. 20057 USA

AFFILIATE/INTEREST SECTION NEWS

UPCOMING TESOL MEETINGS

March 8-9	MIDTESOL, Columbia, Missouri
March 9	WATESOL Mini-conference, Arlington, Virginia
March 14-16	BC TEAL, Richmond, British Columbia
March 15	PennTESOL-East, Philadelphia, Pennsylvania
March 15-16	TESOL France, Paris, France
March 22-23	WITESOL, Stevens Point, Wisconsin
March 29-30	Intermountain TESOL, Provo, Utah
April 9-12	IATEFL, Brighton, England
April 9-14	TESOL Convention, New York City, New York
April 19-21	CATESOL, San Diego, California
May 3-4	Illinois TESOL/BE, Peoria, Illinois
May 10-11	ConnTESOL, Meriden, Connecticut
May 17-18	Gulf TESOL, Sarasota, Florida
May 24-26	Venezuela TESOL
June 13-15	SPEAQ '85, Montreal, Quebec
June 24-August 2	TESOL/LSA Summer Institute, Georgetown University, Washington D.C.
July 12-13	TESOL Summer Meeting, Georgetown University, Washington, D.C.
July 14-18	IsraTESOL, Jerusalem, Israel
September 14-15	JALT '85, Tokyo, Japan
October 4-5	WATESOL, College Park, Maryland
October 16-17	5th Midwest Regional, Wisconsin
October 18-20	NYS TESOL, Syracuse, New York

Please write to the page editor if you wish more information on any of the meetings: Mary Ann Christison, Snow College, Ephraim, Utah 84627.

WATESOL HIGHER ED SIG DISCUSSES PROFESSIONAL STANDARDS

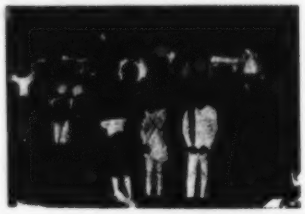
The issue for equal pay and benefits for ESL teachers in the Washington Area was discussed at the fall meeting of the Higher Education Special Interest Group of WATESOL. At the meeting were representatives from Georgetown University, George Washington University, the University of the District of Columbia, the University of Maryland/College Park, Montgomery College, George Mason University, and Northern Virginia Community College.

Regardless of how long they have been employed or how many hours per week they teach, ESL instructors are often restricted to part-time positions which may pay only an hourly wage and carry no benefits. There may be no grievance procedures and no leave policy. Several institutions require sick teachers to hire and pay their own substitutes. Furthermore, at many of the schools represented, the ESL program is a separate institution rather than a department within the university; this situation can result in pay scales which differ substantially from those of equivalent faculty in the same university.

As a result of these inequities, ESL teachers are becoming more politically aware. Those present were urged to join advocacy groups and to seek the support of others within their university community who have faced similar situations. No formal action was taken.

OKTESOL HOLDS LARGEST MEETING YET

The third annual OKTESOL (Oklahoma TESOL) Conference was held November 3, 1984 on the campus of Oklahoma State University. There were 135 people in attendance to hear **Scott Enright**, Georgia State University, speak on "The Implications of Recent Child Second Language Acquisition Research for All Language Educators." While the focus of the conference was ESL in public schools, Dr. Enright did a superb job of relating the topic to the interests of all participants. A highlight of the conference was the appearance of The Small World Singers, a multicultural singing group from Westwood Elementary School in Stillwater, Oklahoma. We are proud of our growth and increased participation at the conferences.



Kay W. Keyes
OKTESOL Liaison
Oklahoma State University

Edited by **Mary Ann Christison**
Snow College

TWINNING OF AFFILIATES

At TESOL 84 in Houston, the twinning of Affiliates was suggested, and it seems like a good idea. The idea is simply that one affiliate would invite any other affiliate (not yet twinned) to be its twin. They would then work out between them what the functions of the twinning would be. We particularly have in mind the twinning of geographically distant affiliates, especially a North American affiliate with one in another part of the world. Some of the things the twins could do are:

- exchange/reprint newsletters
- write for each other's newsletters
- invite main speakers from the twin
- attend each other's conferences, staying on a family basis at a low(er) cost
- sponsor a member of the twin affiliate at a TESOL summer meeting/institute or TESOL convention helping to defray costs
- work with twin members in M.A. programs in research and advisement
- swap information about jobs
- establish a regular exchange program for jobs and study

Affiliates interested in this type of exchange will think of many more ideas.

TESOL is large and diverse: this is one way for groups to discover how close they are in so many ways. This sort of sharing can make each affiliate, and through them TESOL as a whole, even richer. Any affiliate that is interested in participating can either write directly to another affiliate, or to Bob Ramsey at the American Graduate School for International Management, Thunderbird Campus, Glendale, Arizona 85306 USA, asking for a suggestion for a twin. He will act as a kind of clearinghouse. If you decide to make your own arrangements, please let Bob Ramsey and Mary Ann Christison know. We will publish and update on "twinning" periodically in the *TESOL Newsletter*.

Liz Hamp-Lyons
University of Edinburgh

CONSTANTINIDES RECEIVES DISTINGUISHED SERVICE AWARD

Intermountain TESOL presented **Janet Constantinides**, University of Wyoming, with the Distinguished Service Award at their Fall Conference, October 19 and 20 in Salt Lake City, Utah. Constantinides was a founding member of I-TESOL in 1973 and has been active in the affiliate for the past ten years serving as the vice president/program chair 75-76 and president 76-77. In addition to the many services she has provided and the presentations she has given, she founded *I-TESOL Papers* and has served as the editor of that journal for the past four years. Congratulations, Janet! The award is well-deserved.

NEW EDITORS

MATSOL (Massachusetts TESOL) and Gulf Area TESOL have named new newsletter editors. **Carla Meskill** of Boston University is the new MATSOL Newsletter Editor. **Randall L. Alford** and **Marie J. Hamsik** of the Language Institute at Florida Institute of Technology are co-editors for Gulf Area News. Congratulations!

Continued on next page

ANNOUNCEMENTS

Continued from page 22

COMPUTER HIGH TECHNOLOGY SEMINAR SERIES

Rutgers, the State University of New Jersey, will host a series of lectures and workshops on **Technology and Language Teaching: Wave of the Future** on its New Brunswick campus from March 7 to May 2. The focus of the series is on-going research into the use of computers in first and second language acquisition. Presentations will address foreign language, ESL, and language arts teaching. Invited speakers include **Michael Canale** from OISE; **JoAnn Crandall** and **Michele Burtoff** from the Center for Applied Linguistics; **Hugh Mehan** from University of California-San Diego.

The lectures will be held on Thursday afternoons and the workshops on Friday mornings at the Graduate School of Education, Computer Lab. For registration information contact: Joyce Penfield, Conference Coordinator, Rutgers University, Graduate School of Education, 10 Seminary Place, New Brunswick, New Jersey 08903 USA. Telephone: (201) 932-7614.

NABE CONFERENCE

The National Association for Bilingual Education (NABE) will hold its 14th annual conference on March 12-16 in San Francisco, California. The theme is **Bilingual Education, Government, and Corporate America—Partners in the National Interest.** For more information, write or call: Blanca Mosa Carreon, NABE Conference Headquarters, The National Hispanic University, 255 East 14th Street, Oakland, California 94606. Telephone: (415) 451-0511.

TESOL FRANCE

The 1985 convention of TESOL France will be on March 15-16 at Ecole Nationale Superieure de Telecommunications, Paris. Invited speakers include **C. Candlin** (University of Lancaster, U.K.), **Bernadette Grandcolas** (Universite de Vincennes, France), **John Upshur** (Concordia University, Canada), and **H. Widdowson** (University of London, U.K.) For more information write to: TESOL-France, c/o E.N.S.T., Bureau 430, 46 rue Barrault, 75013 Paris, France.

IATEFL TO MEET IN BRIGHTON

The International Association of Teachers of English as a Foreign Language (IATEFL) will hold its 19th international conference at the Metropole Hotel, Brighton, from the 8-13 April. For information write to: Mrs. B. Thomas, IATEFL Executive Officer, 87 Bennell's Avenue, Tankerton, Whitstable, Kent, England CT5 2HR.

RELC REGIONAL SEMINAR

The theme of the April 22-26 Regional Language Center (RELC) conference in Singapore is **Language Across the Curriculum**. For full information write to: Director (Attn.: Seminar Planning Committee), SEAMEO Regional Language Center, RELC Building, 30 Orange Grove Road, Singapore 1025.

ISRATESOL CONFERENCE

The deadline for submitting abstracts for the July 14-18 IsraTESOL conference is March 31. The conference theme is **Looking Ahead**. More information from: Mrs. H. Barag, Conference Secretariat, 12 Schlomzion Hamalkah Street, Jerusalem 94146, Israel.

AFFILIATE/IS NEWS

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NYS TESOL HONORS THE BOARD OF REGENTS

A special tribute to the New York State Board of Regents was made jointly by Eric Nadelstern, first vice president, and Irene Frankel, second vice president, on behalf of NYS TESOL at its fall conference. It was accompanied by the following text.

Since its inception in 1784, the Board of Regents has provided educational opportunities to a great diversity of citizens in New York State. As millions of immigrants reached our shores and settled in our state, they looked to our educational institutions for the knowledge and skills necessary to fulfill their dreams of economic and social equality. For two hundred years, our schools have consistently met this challenge under the guidance of the Regents.

This bicentennial year has been highlighted by the Regents Action Plan to Improve Elementary and Secondary Education in New York State. As a professional organization, New York State Teachers of English to Speakers of Other Languages is proud to be part of this effort to attain excellence in education in our state. We are gratified that in this far-reaching initiative, the members of the Board of Regents have recognized the importance of an enhanced appreciation of the linguistic and cultural diversity of our student population. And, we are grateful for the educational leadership that the Regents have exercised in stressing the need to provide programs of English as a Second Language for limited English proficient students in order to

Continued on next page

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— John W. Oller, Jr.
University of New Mexico

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AFFILIATE/IS NEWS

Continued from page 24

ensure the well-being and fuller participation of all of our citizens in the life of the state and the nation.

In recognition of two centuries of educational leadership and achievement culminating in the depth of vision and clarity of purpose embodied in the Regents Action Plan, New York State Teachers of English to Speakers of Other Languages confers this tribute to the Board of Regents at the NYS TESOL Fourteenth Annual Fall Conference, October 19-21, 1984, in Tarrytown, New York. We pledge our continued commitment and dedication to the Regents' goal of excellence in education for all students throughout New York State.

The tribute was accepted on behalf of the Board of Regents by Regent Louise P. Matteoni.

WATESOL HOLDS SUCCESSFUL CONFERENCE

WATESOL (Washington, D.C. area) held its fifth annual convention on the campus of Northern Virginia Community College in Alexandria, Virginia the week-end of October 12 and 13, 1984. Approximately 400 participants attended this year's convention. The convention team was headed by **Chair Janet Giannotti.**

The plenary speaker, **Robert Di Pietro,** spoke about the **Strategic Interaction Approach to Language Teaching.** The Saturday luncheon featured topic tables, an idea which worked well and other affiliates may want to try.

WATESOL has also established a scholarship fund with an initial $500 contribution in memory of James E. Weaver who served WATESOL faithfully in many ways and will be greatly missed.

NNE TESOL PRODUCES COMPREHENSIVE REPORT

Northern New England TESOL has recently produced a comprehensive report on ESL instruction in Maine, New Hampshire and Vermont entitled **English as a Second Language in Northern New England: The State of the Art, 1984.** This report, prepared by current affiliate president, Donald N. Flemming, discusses the full range of ESL-related concerns such as instruction at all levels, the roles of state and private agencies, and teacher training. To obtain a copy, contact Professor Flemming at the following address: Keene State College, 229 Main Street, Keene, New Hampshire 03431.

LOS BESOL ELECTS 1985 OFFICERS

LOS BESOL (Lower Susquehanna—Pennsylvania) is pleased to announce the new officers for 1985: **Douglas E. Dockey**, president; **M. Tere McLaughlin,** first vice president; **Kathy Labe,** second vice president; **Debbie Williard,** secretary-treasurer. **Zandra Blowers** and **Rit Jongsma** join **Stuart Foreman** as members-at-large. **Phyllis Derr** has accepted the position of membership committee chair. The officers and members extend their thanks to **Linda Black**, past president for her fine service last year.

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

PROPOSAL FOR A NEW INTEREST SECTION OF TESOL T.E.P.P.

We are proposing that a new TESOL Interest Section be formed for those directly concerned with teaching English for professional purposes, e.g., within in-service language training in business, industry, science and research centers, for branches and colleges of the military, civil service, diplomatic corps etc. or vocational training colleges and institutes.

An organizing meeting will take place at TESOL '85 on Wednesday, April 10th, 6:15-7:15 p.m., in Suite 543.

This interest section, T.E.P.P., is presently foreseen as having the following aims and objectives within TESOL at large and at TESOL conferences.

1. To provide a forum for the exchange of experience and know-how in dealing with problem areas most commonly encountered when teaching adults English to fulfill their job requirements. These could cover the following range:
   - special problems of adult learners
   - typical factors influencing course organisation in vocational training programs, etc.
   - course design approaches, i.e., needs analyses, language specifications, syllabus design, etc. unique to T.E.P.P.
   - evaluation of published courses for professional, business, technical, etc. English
   - exploitation of software/hardware commonly used in teaching trainees, managers, scientists, technicians etc.
   - quality control of courses taught to professionals.
2. To develop and establish standards of achievement and performance for schools, teachers and course developers.
3. To foster the recognition of EFL as a training discipline within commerce, industry and vocational training institutions.
4. To establish the priority areas for and determine effective approaches to teacher training within business, industry, government etc. as well as to investigate potential teacher training facilities within T.E.P.P.
5. To establish a data bank to facilitate recruitment of suitable teachers into this area.
6. To positively support and influence commercial publishers of course materials/software for this market.
7. To establish a data bank for the exchange of information about and possible access to specialized courses (ESP-courses, ESC-courses, EOP-courses, etc.).
8. To provide support and actively supervise mutual projects to produce syllabuses, courseware and teacher training materials, etc.
9. To research significant didactic/linguistic problem areas encountered by teachers/administrators in this field.
10. To provide input and an exchange of experience in teaching English for international business and affairs, using English as a lingua franca with added emphasis on cross-cultural behavior training within language teaching.
11. To establish a data bank for the exchange of information on available research work relevant to T.E.P.P.

TESOL members interested in this newly proposed interest section may write to: Richard Wilcox, Manager of Language Training, KWU, Postfuch 962, 6050 Offenbach, West Germany.

TEXTESOL I, II, III, IV AND V: E PLURIBUS UNUM

"E pluribus unum" has become a reality for TESOL affiliates in Texas at last. Representatives from all five TEXTESOL groups met in San Antonio in November, 1984 to form the first TEXTESOL Council of Presidents, an informal association which will allow for greater cooperation and better communication among the Texas affiliates. This cooperative venture, although urgently needed and eagerly desired by many, has been a long time in coming.

In the 1970s as ESL began to gain recognition as a profession and TESOL gathered momentum in this area of the country, independent affiliates sprang up in various metropolitan areas of the state. El Paso was the original TEXTESOL. Several years later in TEXTESOL II San Antonio was born, followed in rapid succession by affiliates in Austin, the Houston area, and Dallas-Fort Worth. Each group was completely autonomous, maintaining closer ties to TESOL than to each other, but there was a growing realization that we needed to have a unified voice within Texas and TESOL.

San Antonio hosted a statewide fall conference in 1979, establishing an informal arrangement whereby such a conference would be hosted by one of the five every year (rotating in numerical order). Soon after that, leadership of the various affiliates began discussing possibilities for creating a sort of "umbrella" organization, which was to be a compromise between maintaining the status quo and merging of the five into a single affiliate. Due to a variety of factors—both geographic and attitudinal—the umbrella idea never came to fruition.

Then at TESOL '84 in Houston, Texas affiliate leaders gathered once again to discuss unification. In spite of varying opinions there emerged a consensus that neither a merger nor an umbrella would best serve the needs of TEXTESOL members around the state. Over the summer, presidents and executive boards hammered out (and ultimately approved) a constitution for the Council of Presidents.

The council consists of one delegate (the president, president-elect, or immediate past president) from each TEXTESOL affiliate. A representative from each affiliate may also attend council meetings, which are to be held twice a year (at the TEXTESOL State Convention in the fall and at TESOL in the spring). The offices of chair and recorder rotate among the delegates and all council members share the responsibilities of communicating with the other Texas affiliates, helping with the annual convention, and otherwise seeking ways to advance the purposes of TESOL around the state.

In its first meeting, the council elected officers for the first year. Dennis Cone (immediate past president of TEXTESOL V) was selected as chair and Joe Davidson (president-elect of TEXTESOL IV) as recorder. Other business included planning for next year's state convention to be held in Austin and discussion of the "Texas Roundup" traditionally held during the TESOL convention. The next meeting of the council was set for New York in April.

NEED A BACK ISSUE OF TN TO COMPLETE YOUR SET?

Various back issues of the TESOL *Newsletter* are available. To inquire, please write to: TESOL Publications, [illegible] D.C. Transit Building, Georgetown University, Washington, D.C. [illegible] U.S.A.

Report

Bilingual Education in Great Britain

by Maxine Elliott
Jefferson County Schools
Kentucky

This past summer was quite an exciting adventure for me. I had the good fortune of visiting several elementary and secondary schools offering bilingual/ESL programs in England, Scotland and Wales. In addition, I served as a guest lecturer to the applied linguistics classes at the University of Edinburgh.

Great Britain's buildings, cathedrals, towers, and monuments dating back to Roman times made history book stories come to life for me. However, visiting with modern-day ESL teachers quickly brought the trip into perspective. They, like all other ESL teachers, experience the task of teaching English to learners who are at varying levels of English proficiency. During one school year these teachers served 50,373 limited English proficient children, according to the Inner London Education Authority (ILEA), which is the governing educational body for the inner London school system. These numbers break down into one child in seven in the ILEA schools who is bilingual, i.e., any child who regularly uses two languages but does not necessarily have command of both. Statistically, over half of this number (53%) are rated as being fully competent in English. The others are at various stages of English proficiency, ranging from beginners (14%) through intermediate or second-stage learners (18%) to advanced or third-stage learners (21%). These children represent 131 languages and a reservoir of linguistic skill and knowledge unequalled elsewhere in Great Britain, perhaps the world. Of this large number of languages, 12 (Bengali, Turkish, Greek, Spanish, Gujarati, Punjabi, Italian, Urdu, Chinese, French, Arabic, and Portuguese) are each spoken by more than 1,000 students and together account for 82% of the ILEA's bilingual population.

The ILEA policy towards bilingual education has always been that the learning of English has to be addressed first. ILEA asserts that in order to control access to the curriculum and to better equip students for life and work outside school, English must be the language taught in the schools. Little attention has been given to the home language of each student. Advocates of bilingual education have criticized the ILEA for failing to acknowledge the significance of native language skills. However, in recent years, the ILEA has begun promoting a policy to more fully develop students' native language skills, as well as their command of English. Evidence of this change is the development of a program at the Tower Hamlets English Language Centre in London in which 20 tutors provide 80 two-hour sessions a week for 1,000 students to learn Bengali. This program is in its second year, and from all indications, it is well received.

In order to better provide ESL instruction, the ILEA developed the Unified Language Service, a resource unit consisting of 10 language centres located throughout London. Staffing consists of a team of 90 trained English language teachers who provide support to schools by working directly with the staff at the local schools offering ESL classes.

At the secondary level, the language centres offer classes for students for half the week (mornings or afternoons). During the other half of the week, they attend their home school. In addition, specialist teachers from the centres visit schools on a regular basis to teach ESL classes.

At the primary level, children are taught by a regular classroom teacher, assisted by a trained ESL specialist. They do not leave their home school for ESL classes.

The Unified Language Service also provides in-service training for (1) ESL specialists who work in the schools and in the language centres, and for (2) regular classroom teachers who work directly with children whose home language is not English.

A more recent development of the Unified Language Service is the provision for a preschool program called "Bilingual Under-Fives." The centres have developed teaching materials and a series of video programs aimed at nursery school-aged children. The local schools are housing the program for the 3-5 year olds.

Although I spent much of my time visiting schools, I did arrange to spend one day touring the University of Edinburgh while serving as a guest lecturer on "Bilingual/ESL Programs in the U.S., with Special Emphasis on Kentucky." I spoke to post-graduate student classes at the Institute for Applied Linguistics, which is a part of the Department of Linguistics at the University of Edinburgh. I was warmly welcomed and I enjoyed meeting many students from around the world who were there to study. The Institute is a centre for research and development in language teaching, and I was fortunate to be able to spend the day there.

Reprinted from the *Kentucky TESOL Newsletter*, vol. 6, no. 2, December 1984.

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THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

A Citizen of the World

by Joseph Liebermann
Ashiya University

The information presented here is a condensed version of two articles which appeared in the ***EFL Gazette*** *in November and December of 1983. Collected over a period of time from wide geographical experience, this information is presented here to help those who wish to obtain employment outside of their own countries.* *C.J.K.*

One of the most fascinating aspects of the EFL profession is its inherent mobility. It is a career with built-in *wanderlust*, more than a hint of the exotic, and a potential for expanding the horizons of all who join with it.

In addition, teaching EFL has several unique advantages over other educational positions. It is one of the few careers in the world in which frequent job changes can actually show up as an advantage on your resume (as long as they are not too frequent).

Overseas experience is an excellent way to get started, but the more varieties of it you encounter, (refugee programs, business programs, bicultural centers, varying levels of age and ability), the better prepared you will be to get a job back in your English-speaking homeland, where students from all nations may be mixed in your classroom.

Where and how does the professional who is not satisfied with letting the world come to his doorstep but desires to be surrounded and saturated by another culture, get started in a life abroad?

The answer largely depends upon the teacher's country of origin. Non-native speakers of English have little hope of work outside their home country in competition with native speakers, as long as a trace of accent remains—unless they are multilingual and can market this to an advantage. Quebecois Canadians brought up in a bilingual nation, but with their strength in French, may still find dual EFL or FFL positions open to them in many third world countries.

For citizens of Great Britain, the British Council provides more job opportunities than any government agency in the world. The U.S. Information Agency does not even run a close second.

Like Americans, British Commonwealth citizens have alternatives to the British Council. All universities have some sort of graduate placement service, of varying dependability. Newspapers, of course, are the place most people think of looking for a job. Both the *New York Times* and the *London Times* have Educational Supplements. The *Chronicle of Higher Education* is a paper devoted in its entirety to that subject. But announcements of positions in EFL—apart from the *EFL Gazette*—form a small minority of vacancies.

Obstacles

Getting started in EFL can pose a double Catch-22 problem. Most employers want to hire experienced people, but how do you get the experience unless someone first hires you? Working overseas may be twice as difficult because there is also a visa problem. Very often you cannot be given a work visa, unless you first have a job. Yet most employers will not give you a job unless you have a work visa. There are several ways to deal with both Catch-22 situations, and once again these depend upon both your goals and your country of preference. In many countries, a four year degree with experience "preferred" but *not* necessitated was enough to land many worthwhile jobs.

Citizenship can also be an obstacle in the true internationalization of EFL because, like many other trades, there is a fair amount of protectionism going on. This has less to do with linguistics or politics than it has to do with formal systems of education. Books are being published now which take slight differences between British and American English in spelling and linguistics into account, as an international English evolves.

And of course, within Canada, the U.S., Britain and several other English speaking nations, there are restrictions on the granting of work permits in job areas hit by unemployment.

But discrimination based on citizenship or, rather, on where one graduated from, can be an important factor in getting jobs in many nations which subscribe to the supremacy of the basic educational systems of either England or America.

This is more true of EFL positions at the primary and secondary levels than it is in tertiary education or business schools. And of course, to balance this, there are many poorer countries where the fact that one speaks English at all is enough to qualify one for the job.

THE STANDARD BEARER

Contributions involving employment [illegible] and related topics should be sent to Carol Kreidler, Editor, The Standard Bearer, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057

The British Council can only open its services to Commonwealth members. Similarly, Canadian University Students Overseas (CUSO) assists Canadians exclusively in finding overseas teaching positions. The USIA, mentioned earlier, naturally recruits most of its EFL teachers in the States, although a certain amount of on-location hiring is also done. Of these three, only the Council provides contracted teachers with continuous information concerning future openings that can affect career moves and provide dependability in what is too often an insecure profession.

The exact services and differences between these organizations are too specific to thoroughly examine here. In general, USIA recruits a handful of teachers each year to serve in its several bi-national centres, the bulk of which are located in South America, though there is a scattering in Europe and Africa. CUSO often has positions similar to the U.S. Peace Corps (another source of volunteer overseas-ESL teaching work) in nature, predominantly in developing nations. The Council is more extensive, initiating teaching centres and cultural organizations as well as acting as consultants for existent programmes.

Europe

The European countries where both British and American teachers may find work are Spain, Portugal, and for another five years or so, Greece, while it makes its transition into being a full member of the EEC.

Americans may not expect to receive work visas for EEC countries in Europe. Even British nationals must wait in line until the non-native English speaking EFL teachers of certain countries find full employment. That shatters the dreams of many EFL teachers from Pittsburgh, who fantasize a job in Paris.

Salaries are low in all of those countries and many dubious quality, profit-motivated "street-corner" EFL schools exist which will be glad to take advantage of any EFL teacher willing to work under their conditions. Jobs in higher level and reputable schools also occur, and these are often advertised abroad.

In central and northern Europe, specifically Holland, Sweden and Switzerland, there is also no law about the nationality of applicants save that, once again, there must be evidence that a foreign teacher is not going to create unemployment for an equally qualified resident before a visa can be issued.

Different institutions have various ways around this—for example, if you are a student in Switzerland, you may be allowed to work. So many foreign teachers first become students in order to get a job.

Even in England there are some summer

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Citizen

Continued from page 27

courses which will hire Americans. And at International House, teachers who have done the I.H. training course are hired for their network of European schools. These courses are open to all nationalities, so it *is* possible for an American to teach in London.

British nationals seem to be found only at the level of higher education in the U.S. where an instructor's publishing history and curriculum vitae mean more than country of origin. In fact, university positions worldwide seem to be internationalized to a much greater extent than other positions.

In countries bordering on the USSR, there are a number of Fulbright scholarships available annually.

Between Europe and the Middle East, the situation in Turkey regarding EFL is much the same as in other matters—it is a land between. Not as wealthy as its oil-producing neighbors to the south, nor as modernized as its European allies, with high inflation and a fluctuating currency rate, many EFL jobs there go begging for lack of takers. Some of these are at prestigious and capable private schools, but here is a case where the supply of jobs exceeds demands.

Middle East

When people want to know where the best paying jobs for EFL are in the world today, the answer is unhesitatingly the Middle East, predominantly in Saudi Arabia. Starting pay there averages US$23,000 per annum (ca £15,000) with free furnished, air conditioned housing, round trip transportation, medical benefits, bonuses, and a month of paid vacation. I met one fellow in his third year there who was clearing US$63,000 (ca £42,400) annually, tax free. On the down side is the social situation which many westerners find restrictive, to say the least: the bulk of employment is for men only; there is little contact with the local population; hours are long and full; alcohol is forbidden; a kind of celibacy is sometimes required; and policies from both school and government officials are reputed to be inconsistent or unpredictable. If one can make do with that, the money isn't bad, and some locations there *do* hire women or married couples.

The Middle Eastern goldmine is limited, however, and since the initiation of two events—the Islamic fundamentalist revolution in Iran, and the world oil glut—there are trends that the future may not be as golden for EFL teaching positions there. Some companies have already replaced many American teachers with less expensive, non-native English speaking Middle Eastern teachers, most notably refugees from Lebanon.

Far East

As a small counterweight to that trend, well-paying jobs (but not nearly as well-paying as the Middle East) are rising now in Southeast Asia, primarily in oil producing Indonesia. Crowded and poor, it is a far cry from the empty desert spaces of Arabia, but the same conditions of free housing and transportation are provided with the job.

There and a little further north, in Hong Kong and the Philippines, as well as in northern Australia, refugee programs for former boat people from Vietnam and Kampucheans are always in need of teachers at the voluntary level, while well paid administrative positions are also open occasionally through Catholic Relief Services or the School for International Training in Brattleboro, Vermont.

In East Asia, China may still set some pulses racing with a spirit of adventure, but it's not nearly in the same position as it was in 1979. Things have become a lot more sophisticated and even the Foreign Expert's Bureau has been replaced by the Foreign Ministry where choosing teachers is concerned. Also, after all of the initial excitement wore off, many teachers found that the daily realities of life, especially in the cold and unheated north, were not to their liking, and their pioneering spirits, which previously could accept a salary of US$300 (ca £200) per month for the sake of selflessness, faded away. The attrition rate has been unduly high, but a core of truly dedicated teachers has remained and other replacements are always welcome. Hiring is done mostly by submitting resumes and other forms to the Peking Foreign Ministry with duplicates to the consulate nearest you. Other jobs are available through sister schools, and a few alternative programs.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

THE TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

Further north, South Korea plays a second in salaries and opportunities only to Japan on the Asian continent. Visas are also easier to arrange in the former, sometimes instantaneously, compared to eight weeks for Japan. In the latter country, however, jobs are more easily arranged from abroad and advertisements for teachers appear frequently in the range of publications previously referred to. The bulk are in private business schools, mostly evening work, at a survivor's wage, considering the high cost of living there.

Central and South America

Turning next to Central and South America, there is almost a universal pattern of interesting jobs with low salaries, constant openings and accessible visas.

An exception is Venezuela, an OPEC nation, which is stringent about local participation, in this case a law stating that a majority of employees in any educational institution must be Venezuelan citizens, whether or not they are as qualified to teach EFL as foreign instructors.

Colombia is the leading employer of EFL instructors in South America with Peru running second. Both locations pay about US$3 per hour (£2.00) but cost of living is not high.

Many teachers with Rio in their minds seek positions in Brazil only to find that their reciprocal visa standards make this nearly impossible for Americans. People go there anyway and teach, at their risk, "under the table" for salaries that are the highest on that continent—up to about US$25 per hour (£17).

Mexico and especially Mexico City is a constant and unfailing source of EFL openings. Salaries are on a par with the cost of living, but that translates to a joke meaning you don't save anything. Again, it's a place for those to whom money takes second place to culture and gaining experience.

Africa

Education in much of Africa is determined largely by continuing contacts with former colonial powers which, after all, established many of the national education systems still in use. These connections are even more evident in private and parochial schools there. In more rural areas, many teaching positions are referred through the Peace Corps, missionary societies and voluntary organisations.

Another source of higher level employment in developing nations is the UNESCO office in Paris which publishes, in French and English, a monthly listing of openings. These include educational, administrative, and development positions.

There is a long list of other nations such as India, Malaysia, Jamaica etc., for which English is, in effect, the national language although it may not be the most common language heard on the streets. In these locations, English is generally taught as the first or second language by competent local instructors without much call for foreign assistance.

All in all it is clear that there are ample opportunities for EFL instructors with varied degrees of ability worldwide. Where one might choose to go depends a lot upon an ability to temper dreams with reality. In many cases, one must let the job choose you instead of vice versa.

Joseph Liebermann is an EFL professor at Ashiya University, Japan and chairperson of English Education Services International, a nonprofit making EFL employment service. For details on EESI write to: 139 Massachusetts Avenue, Boston, Massachusetts 02115, USA.

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JOB OPENINGS

Gulf Polytechnic, Isa Town, Bahrain. Several positions open for EFL lecturers. Qualifications: Ph.D. or M.A. in English or applied linguistics (preferably) and TESL/TEFL training; or B.A. in English plus TESL/TEFL training; at least three years of TEFL/TESL experience, some overseas; knowledge of/experience in Middle East or with Arabic-speaking students desirable. One position requires training/experience in testing/evaluation; another requires specialization in CALL/A-V. Employment conditions: rank and salary depend on qualifications; two-year appointment, renewable; no taxes; travel allowance for self/spouse/up to three children under 18 years; air-conditioned housing furnished; eight-week annual summer leave; other monetary and partial education benefits (for children). Starting date September 1985. Send inquiries, or letter of application and resume to: Head, English Language Unit, Gulf Polytechnic, P.O. Box 32038, Isa Town, Bahrain. Interviews in the U.S.A., Britain and Canada, and possibly at TESOL '85.

San Jose State University, San Jose, California. Assistant professor, full-time, probationary position in English beginning August 21, 1985. Qualifications: Ph.D. prior to appointment; experience in teacher education; secondary interest desirable in either ethnic or interdisciplinary studies; evidence of scholarly activity. Salary: $20,148-$24,216. Duties: Teach 12 units per semester (four three-unit courses). These include English methods, teacher supervision, general education, and composition courses. Courses may range from M.A. level to undergraduate, depending on the appointee's particular abilities and experience. Committee work and other departmental assignments required by university. By April 1, 1985 submit letter of application, vitae and supporting documents to: Lou Lewandowski, Chair, English Department, San Jose State University, San Jose, California 95192.

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Ohio University, Athens. The Ohio Program of Intensive English is seeking applicants for an Associate Director for External Programming. Responsibilities: recruit and register new students; develop and maintain relationships with sponsoring agencies, embassies, overseas contacts; develop external programs involving the intensive English program and other academic units at Ohio University; position involves travel. Requirements: experience in an intensive English program, particularly in recruiting and external program development; experience overseas; experience in writing grant proposals; M.A. (preferably in ESL). Salary: $30-40,000 for 12-month administrative appointment beginning July 1. Application deadline: March 15. Send resume and three recommendations to: Dr. James Coady, Chairman, OPIE Search Committee, Gordy Hall 103, Ohio University, Athens, Ohio 45701. AA/EOE

Ohio University, Athens. Director for The Ohio Program of Intensive English. Responsibilities: budget, staffing, curriculum, testing, placement, teaching in OPIE or Linguistics (minimum one course per year), liaison with university and community. Required: M.A. in ESL; teaching and administrative experience in an intensive English program at an American university. Desirable: overseas experience; Ph.D. with record of research and scholarly activity. Salary: $30-45,000 for 12-month contract beginning July 1. Rank and possibility of tenure dependent on qualifications. Application deadline: February 15. Send resume and three recommendations to Dr. James Coady, Chairman, OPIE Search Committee, Gordy Hall 103, Ohio University, Athens, Ohio 45701. AA/EOE

Ferkauf Graduate School of Psychology, Yeshiva University, Bronx, New York. Opening for an Assistant Professor of bilingual education on a one year basis. Requirements: Ph.D. or Ed.D., native fluency in Spanish, interest and experience in research. Responsibilities: teach two graduate courses per semester in linguistics: introduction, syntax, applied, Spanish linguistics and/or special topics seminar plus doctoral and pre-doctoral research guidance. Salary range: $16,000-$18,000 plus summer extra. Send resume, letter of application and references to Dr. Joshua A. Fishman, Ferkauf Graduate School of Psychology, Yeshiva University, 1165 Morris Park Avenue, Bronx, New York 10461.

National Longitudinal Study of the Effectiveness of Services Provided to Language Minority Limited-English Proficient Students: Boston, MA; New York, NY; Newark, NJ; Miami, FL; Cleveland, OH; St. Paul, MN; Española, Gadsden, NM; Dallas, San Antonio, Brownsville, TX; Los Angeles, San Francisco, CA. Part-time positions. Persons with classroom experience and background in ESL methods or in second language acquisition needed to assist in national study on education provided to limited-English-proficient students. Responsibilities include classroom observation and data collection within public schools. Salary: $8-12.50 per hour. Send resume to: Development Associates, Inc., 2924 Columbia Pike, Arlington, Virginia 22204.

The Experiment in International Living is seeking applicants for ESL teacher supervisor for its refugee camp programs in Panat Nikhom, Thailand and Galang, Indonesia. ESL teacher supervisors provide training to Thai and Indonesian ESL teachers in theory and methodology and supervise the implementation of competency-based ESL curriculum for refugees resettling in the USA. Qualifications: sustained teacher training and supervising experience, ESL classroom experience overseas, graduate degree in ESL or equivalent, proven ability to work in a team atmosphere in challenging conditions. Salary: $15,500/year plus major benefits. Starting Date: immediate openings both sites. To apply, send current resume to: Mr. Peter Falion, Projects and Grants, EIL, Brattleboro, Vermont 05301. (802) 257-4628. AA/EOE

Florida State University, Tallahassee. Four assistantships at the Florida State University's Center for Intensive English Studies will be awarded to newly admitted doctoral students for academic year 1985-1986. The awards will be given to doctoral candidates in multilingual/multicultural education (TESL/TEFL specialization). Duties are teaching part-time at CIES. The awards are renewable annually. For further information, contact Dr. F.L. Jenks, CIES-FSU, 918 West Park Avenue, Tallahassee, Florida 32306. Interviews may be arranged at TESOL '85 by contacting Dr. Jenks at the convention hotel.

University of Washington, Seattle. English MATESL expected leave replacement, September 1985-June 1986, assistant or associate professor to teach graduate courses in second language acquisition theory, methods and materials, introduction to TESL. Applications by 28 February; appointment by 15 April. Write to Richard J. Dunn, English GN-30, University of Washington, Seattle, Washington 98195. AA/EOE

Continued on next page

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Application A letter of interest, a current vita and the names of three references, should be sent by February 15, 1985, to:

Dr. Robert L. Whitehead, Chair,
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JOBS

Continued from page 30

Anatolia College, Thessaloniki, Greece. Positions for master teachers beginning September, 1986 and beyond in a six-year EFL and L2 literature program, levels from zero to proficiency (650 + TOEFL). 25-member department within Anatolia College, a private American-sponsored secondary school for Greek youth. Qualifications: minimum M.A./M.S. Ed. in applied linguistics/EFL or English and American literature. Experience: extensive—preferably overseas—at the secondary and/or university level; directing of extra-curricular activities, e.g., publications, drama, forensics, sports and hobby clubs. Benefits: 3-year initial contract, partial payment in US$; rent-free, furnished, maintained campus housing; Blue Cross-Blue Shield; transportation and shipping. Candidates should send a complete resume to: Michael R. Bash, Chairman, English Department, Anatolia College, Thessaloniki, Greece.

Cambridge, Massachusetts. Harvard Summer School anticipates possible openings for instructors in the eight-week summer intensive English program, June 19-August 16, 1985. Qualifications: M.A. in TESL or equivalent; significant post-degree teaching experience, preferably at college level in the United States. We seek applicants with knowledge of, and experience in, English for academic or professional purposes, also strong teachers at beginner and lower intermediate levels. Most instructors will guide a teacher-in-training. A few positions may involve some evening teaching. Salary: $4200. Write, with resume, before TESOL Convention, to Anne R. Dow, Director, ESL Programs, 301 Sever Hall, Harvard University, Cambridge, Massachusetts 02138. AA/EOE.

Tokyo, Japan. The Simul Academy of International Communication, a private language school, has full-time teaching positions open starting October, 1985. Simul Academy, the education division of the Simul Group which includes Simul International, Inc. and the Simul Press, has programs emphasizing the teaching of English as an international language, also courses for interpreters, translators, and business people. Requirements: teaching experience; degree in TEFL or related field. For teachers in the business programs, a background in business and/or economics is required. Starting salary: ¥ 300,000 to 350,000. Benefits: housing subsidy; transportation; one-way return air fare. Send resume with cover letter to Simul Academy, 1-5-17 Roppongi, Minato-ku, Tokyo 106, Japan.

Assistant Professor
ENGLISH DEPARTMENT
Indiana University of Pennsylvania

Indiana University of Pennsylvania invites applications for a tenure-track position (Assistant Professor) in the English Department beginning September 1985 with specialization in ESL/applied linguistics. Doctorate required in applied linguistics, TESOL or related field. Qualifications include teaching experience in TESL/TEFL and evidence of scholarly promise. Responsibilities include undergraduate ESL, introductory courses in linguistics and ESL methods for teachers, and graduate courses in the MA TEFL/TESOL and Ph.D. Rhetoric/Linguistics programs. Teaching experience in a college or university is preferred. The candidate should recognize that a significant part of the teaching load (a total of 12 credit hours per semester) will be in undergraduate composition and literature courses. Participation in departmental, college and university committees, conferences and workshops is also expected, as well as occasional teaching at nearby branch campuses. We are particularly interested in seeking minority candidates for the position.

Salary is competitive, plus excellent fringe benefits. Send application to: Dr. Ronald Emerick, Search Committee, Leonard 110, IUP, Indiana, PA 15705. Application deadline: March 15, 1985.

IUP is an affirmative action/equal opportunity employer.

Jakarta, Indonesia. TOEFL Instructors. Private language school in Indonesia seeks two instructors with TOEFL experience to teach at an off-shore oil installation. Due to nature of location, only applications from single male instructors can be considered. Requirements are relevant experience, MA-TESOL and ability to live in an isolated area. Overseas experience preferred. Good salary, accommodations, air fare, and other benefits. Please rush resume, three references and letter of application to: Jim Wrightsman, ILP, JL. Ciomas V/17 Kebayoran Baru, Jakarta, Indonesia.

San Francisco State University. TEF/SL tenure-track opening for assistant professor, 8/85, teaching M.A. TEF/SL, ESL, and undergraduate linguistic courses. Salary: $22,000-27,000. Qualifications: Ph.D.; experience teaching EF/SL; academic preparation to teach graduate level TEF/SL courses. Complete job description available from Chair. Full curriculum vitae and dossier required by March 15, 1985. All applications acknowledged. Minority candidates are strongly urged to apply. Write to: Thurston Womack, Chair, English Department, San Francisco State University, 1600 Holloway Avenue, San Francisco, California 94132. Telephone: (415) 469-2265. AA/EOE

Institute for International Studies and Training, Japan. Six-month opening for Teaching Associates in the Intensive English Program for Businessmen from late August '85 to early March '86. Candidates should be unaccompanied males between the ages of 25 and 35, with EFL/ESL training and experience. Remuneration is ¥ 250,000 monthly salary (currently about $1,041) and free lodging in a campus dormitory. International travel is not provided. Duties include classroom teaching, LL monitoring, and a residential commitment in a dormitory. Address resumes and inquiries to English Department, TA Search Committee, IIST, Kamiide 1650-3, Fujinomiya City, Shizuoka, Japan 418-02.

American University in Cairo, Egypt. Division of Commercial and Industrial Training. Positions teaching general English for most part, also ESP. Beginning September 1985. Will be located in Cairo or in a provincial city such as Mansura or Minia. Two-year contracts renewable. Housing. Transportation. Salary dependent on qualifications. M.A. required. Experience abroad, some knowledge of Arabic helpful. See Michael Liggett at TESOL 85 or write Michael Liggett, c/o Priscilla Blakemore, American University in Cairo, United Nations Plaza, New York, NY 10017. Telephone: (212) 421-6320. Address in Egypt: CIT Division, Room 207, New Campus, American University in Cairo, P.O. Box 2511, Cairo. Telephone: 29011, Ext. 6882. AA/EOE.

Okayama YMCA, Japan. Position for a full-time English teacher, native speaker (female), at the Okayama YMCA beginning April 1, 1985. Appropriate university degree and teaching experience. Two-year contract available. For application contact Dean Yujiro Koizumi, Kobe YMCA, 7-15, Kanocho 2-chome, Chuo-ku, Kobe 650 Japan. Telephone: (078) 241-7201.

Colorado State University. Ft. Collins, Colorado. Tenure-track assistant professor position effective fall 1985. Training and expertise in general linguistics with emphasis in syntax, semantics and discourse analysis; statistical methods in literary research. Ph.D. and interest in TESOL applications required. Knowledge of modern composition theory and practice and teaching experience desired. Send application and vita by February 20, 1985 to Rosemary Whitaker, Chair, English Department, Colorado State University, Fort Collins, Colorado 80523. CSU is EO/AA employer.

The George Washington University, Washington, D.C. English for International Students, GWU, announces two full-time, non-tenure-track, one-year, renewable, Adjunct Instructorships for 1985-86. Duties include 12 hours teaching per week plus concomitant non-teaching assignments; salary in mid-teens. Candidates should hold a Master's degree in TEFL, linguistics, or related field, and should have had at least three years of full-time university teaching experience. Application deadline: 31 March 1985. Send to Dr. Shirley M. Wright, Director, English for International Students, The George Washington University, Washington, D.C. 20052. AA/EOE

Ferris State College, Big Rapids, Michigan. Position open for instruction in ESL in Intensive English Program beginning spring term, March 5, 1985. Temporary appointment with possibility of subsequent regular appointment. M.A. and teaching experience in ESL are minimum requirements. Send resume and other supportive information to: Mr. Daniel L. Burcham, Director, Student Development Services, Ferris State College, Big Rapids, Michigan 49307. Telephone: (616) 796-0461, ext. 3190.

Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at the programs in Riyadh and Taif. Please direct inquiries to: Robert Ventre Associates, Inc., 10 Ferry Wharf, Newburyport, Massachusetts 01950. Telephone: (617) 462-2550.

Colombo, Sri Lanka. Full-time English Language Consultant, Qualifications: M.A. or Ph.D. in applied linguistics or TEFL; experience teaching/organizing ELT programs in a developing country; maturity/cultural sensitivity; capability of working in facilities below U.S. standards; self-motivation, independence and organization essential. Duties: advise University Grants Commission on ELT, including materials development, needs analysis, syllabus design, in-service teacher training, testing/evaluation; encourage inter-university development of consistent standards/methods; some teaching; participate in seminars/conferences/symposia. Employment terms: one-year contract, renewable; round-trip travel, in-country travel; shipment of personal effects; housing; health/life insurance; salary: $20,000. Starting date: May 1985. Contact: Elizabeth H. White, Area Director—Sri Lanka, The Asia Foundation, 550 Kearny Street, San Francisco, California. Telephone: (415) 982-4640.

Izmir, Turkey. The Turkish American Association, a Binational Center, is looking for a Teacher Trainer/Academic Consultant. Requirements: M.A. in TESOL or related field, two years of teaching experience, and some teacher training experience. Salary: $8,000, round trip transportation. One year renewable contract. Letters of interest and curriculum vitae should be sent to: Assistant Program Officer, Room 304, United States Information Agency, Washington, D.C. 20547.

Northeastern Illinois University, Chicago, Illinois. Opening for a tenure-track assistant professor for September 1985. Qualifications: Ph.D. in linguistics. We are particularly interested in an individual who will strengthen our work in some areas of applied linguistics. Please submit *only* a CV and brief letter stating your interests. We will contact individuals to request supporting materials. UNI is a state-supported commuter university offering programs at undergraduate and masters levels in numerous fields including linguistics. Salary range: to $2200 per month with a ten-month contract. By March 1, 1985, send materials to: Search Committee, Department of Linguistics, 5500 N. St. Louis Avenue, Chicago, Illinois 60625. AA/EOE

Miyagi College for Women, Sendai, Japan. The Department of English and American Literature seeks two teachers for AY 1985-86 starting in April. Qualifications: M.A. for both teachers. One needed to teach comparative culture, possibly oral English, English or American life and culture, survey of Christian civilization, etc. TESL teacher to teach mainly in oral program but possibly some of the aforementioned courses, if qualified. Desirable: some knowledge of spoken Japanese; college level teaching. Terms of employment: one-year contract beginning 4/1/85; contract renewable if mutually agreeable. Salary dependent on experience and rank; two-month bonus in summer and winter; generous housing allowance; round-trip transportation. By February 15, apply to: Mr. Takao Yamagata, President, Miyagi Women's College, 9-1-1, Sakuragaoka, Sendai, Japan 980.

JOB NOTICES

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less.** Address and equal opportunity employer/affirmative action (EOE/AA) statement may be excluded from the word count. Type **double space**: first state name of institution and location (city, state/country); include address and telephone number last. **Do not use any abbreviations** except for academic degrees. Send **two** copies to: Alice H. Osman, *TN* Editor, 370 Riverside Drive, New York, NY 10025, U.S.A. If copy requires clarification, the Editor will call collect. Please note: no tear sheets are sent for free ads.

A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5") size is strongly encouraged. For rates, please write or call Aaron Berman, TESOL Development & Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A.

See page 2 for deadlines. Late job notices accepted provided there is space. Call *TN* Editor (212) 663-5819 or (718) 626-8546.

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TESOL NEWSLETTER • VOL. XIX, NO. 1, FEBRUARY 1985

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TESOL NEWSLETTER

Vol. XIX No. 2 Teachers of English to Speakers of Other Languages April 1985

TESOL Gears Up for Summer Meeting

by **Mary Bandas**
Georgetown University

Plans are in high gear for the annual TESOL summer meeting which will be held on July 12 and 13 at the beautiful Intercultural Center at Georgetown University. Under the able direction of GU's Joyce Hutchings and CAL's Mary Niebuhr, it appears that it will be a smashing success. A host of stimulating workshops, special sessions, plenary speakers and papers, as well as several gala social events, promises to provide a professionally profitable and socially pleasurable time.

The Intercultural Center at Georgetown University

Among the highlights on the academic side are the two widely-known and respected plenary speakers, **Henry Widdowson** from the University of London and **Lily Wong Fillmore** from the University of California at Berkeley. They are scheduled to speak on Friday and Saturday mornings respectively. In addition, a group of veterans from the Charles Fries era at the University of Michigan will hold a panel discussion in which they will try to present an accurate notion of what Fries actually did and said as opposed to what was "exported" for use in other places. They will show that what actually went on in the program was much closer to what we are still successfully doing today than is generally believed. They will show that he actually created a total language teaching environment, not just a series of pattern practices and substitution drills, and will point out the relevance of the Michigan approach to language teaching today. The panel will consist of **Russ Campbell, Robert Lado, Betty Robinett, Robert Di Pietro, Jerry Strain, Bill Norris, Fred Bosco** and others. This promises to be a fascinating panel.

Also, a **"What Works" Workshop** is being planned. **Kay Scruggs** is moderating a panel of teachers who will present short

Continued on page 4

Relaxed Reading in ESP

by Margaret van Naerssen
Hong Kong Polytechnic

Relaxed reading can be a valuable source of input for subconscious acquisition of English as well as a source of professional cultural orientation for students of English for specific purposes. But many science majors, for example, have little interest in general literature in English. And those that might, usually find their study, work and personal priorities do not allow for much general reading. However, they may be willing to consider literature that focuses on their specialty areas.

In a study of college students and their compositions, the reading habits of some students were examined in order to look at the role of reading as input for writing. Students who wrote clear, well organized compositions also frequently read magazines, newspapers and other material for pleasure. These students were also the type that had been "flashlight under the covers" readers when they were younger, i.e., those who, after being told by their parents, "Stop reading and turn off the lights," continued reading with their flashlights under the sheets. (Krashen, in press)

As teachers we may or may not be able to change the reading habits of our ESP students significantly. However, by providing reading of high interest to students, we might be able to encourage some to do relaxed reading who might not otherwise read any English outside of technical materials due to study, work or other priorities.

There are several compelling reasons for encouraging this kind of reading among students of English for specific purposes:

1) It promotes second language acquisition by providing appropriate input under favorable conditions (as such readings would have high interest and would be selected for general reading difficulty).

2) It provides professional cultural orientation.

3) It provides exposure to general English.

4) It is supportive of the non-native English teacher and those native English-speaking

Continued on page 6

TESOL NEWSLETTER
Alice H. Osman, Editor
F. H. LaGuardia Community College, CUNY
31-10 Thomson Avenue
Long Island City, New York 11101, USA
Telephone: (718) [illegible]
[illegible]

President's Note to the Members

It is February 16 in a cold and snowy Toronto. On my desk is the TESOL election material for 1985-6 — it is decision time again!

This year, as incoming President, I have a particular interest in who is elected since those individuals will be my colleagues on the Board for the next 2-3 years. We will spend some intense hours together engaged in such tasks as • hearing reports from the various TESOL Standing Committees and advising on future action which they might take, • reviewing recommendations from our two major Councils (Affiliate and Interest Section), • debating the pros and cons of proposed convention and summer institute sites, • wrestling with the difficult decisions that must be made around the budget, and • discussing suggestions from our Executive Director and the Central Office staff as to how the organization can be run efficiently and effectively. Since we meet as a Board only twice a year — once at the annual Convention and once in October — we will also be contacting each other on a regular basis by mail and when necessary by telephone. And we will be taking every opportunity to meet in twos or threes when our paths happen to cross at local conferences or when we are just passing through each other's home towns.

During the three years that I have been on the TESOL Executive Board, there have been times when we did not always agree and consensus was hard, if not impossible, to reach. Of course, given the diversity of interests which we represent, it would be most surprising if there were no differences of opinion. But through our work on the Board, every one of us has developed a broader view of who and what the organization represents. Clearly in evidence, too, has been a strong commitment to making TESOL work not just for its members but also for its members' students — a commitment which takes us right into the thorn-filled arena of local, national and international politics. Heady stuff, indeed!

When I read through this year's election information, there is no doubt in my mind that all whose names are on the ballot are equal to the task. I was very pleased to see the diversity of TESOL represented by the candidates — diversity in terms of primary Interest Section membership, focus of their work (classroom teaching, research, administration, teacher training, materials development), parts of the world in which they live and have lived, native and non-native speakers of English, males and females.

I find their contributions to TESOL particularly impressive. Consider the collective number of hours which they have already contributed — as Affiliate and Interest Section leaders, as conference organizers, as members of TESOL committees, as advisors to and writers for our Quarterly and Newsletter, as readers of Convention proposals, as speakers at professional and political gatherings. In other words, they all come with plenty of experience of what it is like to be a TESOL volunteer!

Their statements of philosophy, too, show keen insight into many of the issues facing the organization at this time — • the crucial need to keep teacher and researcher in close and respectful touch with each other, • the growing complexity of TESOL as new Interest Sections are added which deal with areas that had previously received little attention in our publications and at our conventions — learner groups such as refugees, professional groups such as program administrators and media groups such as computer-assisted language learning, • the differences which must be taken into account in serving members who teach in English-speaking countries in contrast with those who work in countries in which English is a foreign language.

They are, in short, a thoroughly professional group of colleagues, all of whom I, personally, would be delighted to work with on the Executive Board. I intend to keep my copy of the information supplied to us on the 11 candidates and it will be one of the items which I show to people, who ask, 'Well, what is TESOL anyway?'

Though the results of the elections will be known by the time you read this, I would like to take this opportunity to record my appreciation to this year's nominating committee — Anna Uhl Chamot, Liz Hamp-Lyons, Mary Hines and Richard Orem and to Linda Schinke-Llano, the committee's painstaking and meticulous chair. Above all, I would like to thank every candidate who agreed to stand — Joan Morley, Henry Widdowson, Michele Sabino, Lydia Stack, Elite Olshtain, Héctor Peña, Denise Staines, Andrew Cohen, Miriam Lykke, Carole Urzúa, Dick Allwright, Rosita Apodaca and Mary Ashworth.

I am proud to be associated with you.

JEAN HANDSCOMBE

TN Calls for Articles for Topical Issues

The *TESOL Newsletter* is planning several issues in the near future with a concentration of articles on selected topics. Articles on the following topics are invited at this time:

- teaching listening comprehension (articles due August 15, 1985 for the December '85 *TN*);
- teaching English internationally, i.e., outside the U.S., U.K., Canada, Australia and New Zealand (due December 10, 1985 for the April '86 *TN*);
- teaching reading in ESL or EFL (due April 15, 1986 for the August '86 *TN*)

Manuscripts must be typed double-space and should not exceed six pages. Send four copies to Alice H. Osman, Editor, *TESOL Newsletter* (see address in column 1 on this page). For the preparation of the manuscript, ask the editor for guidelines or follow those in recent December issues of the *TESOL Quarterly*. Authors are advised to specify the topical issue for which their articles are intended.

Watch for TESOL '86 Call for Papers
Direct Mailing to Members

TESOL OFFICERS AND EXECUTIVE BOARD MEMBERS 1985-86

Executive Director James E. Alatis announced TESOL election results shortly after the counting of the ballots on March 8, 1985.

Joan Morley and **Michele Sabino** will serve as first and second vice presidents respectively during 1985-86. **Jean Handscombe** (vice president in 1984-85) succeeds to the position of president.

Elected to three terms (1985-88) on the Executive Board are **Richard Allwright** who will serve as member-at-large, and **Héctor M. Peña** and **Carole Urzúa** who will serve as representatives respectively of the Affiliate and Interest Section Councils.

Continuing Executive Board members are **Penelope M. Alatis** (to 1986), **Charles H. Blatchford** (to 1987), **Jeffrey P. Bright** (to 1987), **Marianne Celce-Murcia** (to 1987), **JoAnn Crandall** (to 1986), **John Haskell** (to 1986), **Elliot Judd** (to 1987) and **Jean McConochie** (to 1986).

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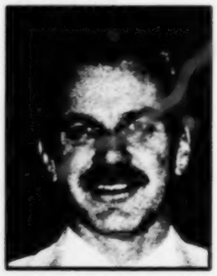

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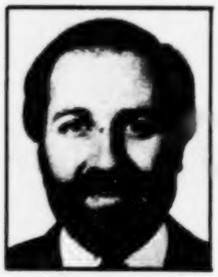

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SUMMER INSTITUTE OFFERINGS

by Fran Smith
Georgetown University

The nearly 60 courses plus workshops, meetings and conferences of the 1985 LSA/TESOL Institute will afford many opportunities for formal and informal exchanges between classroom teachers involved in teaching languages, and linguists who study language. In the past, the interests of these two groups have not always appeared as close as they really are. The goal of the 1985 Institute, **Linguistics and Language in Context: The Interdependence of Theory, Data, and Application,** is to dispel old illusions and replace them with more realistic and useful perspectives on language and language teaching.

Many of the 57 two- three- and six-week courses are designed especially for TESOL professionals. **Mark Clarke, John Fanselow,** and **Michael Long** will offer six-week courses on TESL methods and techniques. Clarke will focus on **Techniques for Teaching Reading and Writing in ESL;** Fanselow will offer **Observation for ESL Teachers;** and Long will review current theory, research, and practice in second language teaching in **TESL Methods for Experienced Teachers.**

For those who can come for only two or three weeks, three-week courses and special two-week workshops will also be available. The three-week courses will run from June 24 - July 12 and July 15 - August 2.

During the first half of the institute, **Marianne Celce-Murcia** will provide an introductory course, **ESL/EFL Methodology for Beginning Teachers. Earl Stevick** will present a survey of language teaching methodologies in **Language Teaching: Images and Options. Russell Campbell** will deal with the needs of students in various academic, professional, and occupational contexts in **English for Specific Purposes. Michael Canale** will explore the field of language proficiency testing in minority and majority contexts in **Second Language Assessment. Robert Lado** will offer a **Seminar in Early Reading.** And **Roger Shuy** will survey the applications of sociolinguistic research to classroom teaching as part of his course **Linguistics in the Professions.**

Equally exciting courses will be offered during the second half of the institute. ESL/EFL teachers who would like to know how they can use their own experiences to shape the future of their profession will find themselves in the forefront of current trends in **Classroom Centered Research on Language Teaching and Learning,** taught by **Kathleen Bailey.** In a two-week course, **Lily Wong Fillmore** will examine **Instructional Issues in Second Language Learning. Evelyn Hatch** will teach **Linguistics and Reading.** And **Diane Larsen-Freeman** will offer two courses designed to help teachers make

Continued on next page

Georgetown Setting for 1985 LSA/TESOL Institute

The School of Languages and Linguistics, located in the new Intercultural Center of Georgetown University, is the site of the 1985 LSA/TESOL Institute. The SLL, as it is called, has been a leader in the fields of languages and linguistics and the integration of the two since its founding in 1949. Georgetown, the oldest Catholic university in the United States, has a long tradition of providing a cosmopolitan context for learning. In the SLL, American and international scholars and students explore together new approaches to understanding language and communication.

The campus is located in the neighborhood of Georgetown—a quaint, historic area easily recognized by its brick townhouses and sidewalks and old-fashioned street lamps. Once an independent city, it was incorporated into the city of Washington, D.C. in 1871. The two major streets in Georgetown, Wisconsin Avenue and M Street, are lined with some of the city's finest specialty shops, gourmet restaurants, and night-time entertainment spots.

And, of course, the city of Washington provides a unique gathering place for people from all over the world, especially those interested in representing their concerns before world leaders. Washington, thus, will provide a natural context for the exchange of ideas expected at the 1985 LSA/TESOL Institute.

Participants will also be able to take advantage of the largest concentration of museums in the United States for which admission is free, numerous historic sites, and theatres, as well as the beauties of the surrounding Chesapeake Bay region and the Blue Ridge mountains and valleys. The annual fireworks display over the National Monuments on July 4 will be a memorable experience which everyone will enjoy. So, come to the nation's capital this year to hear and be heard, to explore language and ways of teaching it, and to discover new paths of personal growth in this unique setting.

by Fran Smith

SUMMER MEETING

Continued from page 1

presentations of specific, practical classroom techniques. This has been successful recently at WATESOL (Washington, D.C. Area) conventions and is a boon to those who are looking for practical applications of the theoretical language-learning theories which are often the major part of many conferences.

Of course, there will be a wide selection of papers presented on various aspects of ESL/EFL. Everyone is invited, and you are requested to submit proposals for this—the core of the program. Newcomers to the field are especially encouraged. This is a good opportunity to get your feet wet and/or try out presentations you plan to submit for the larger conferences. It is a marvelous chance for first-timers to start their TESOL involvement since the environment will be low-key, non-threatening and of manageable group size.

Among the special sessions planned is a **Software Fair,** executed by WATESOL's computer specialist, **David Wyatt.** Here, people will be invited to show off the materials they have created for computer-assisted language learning. David has worked extensively with WATESOL in this area giving numerous presentations and professional development seminars.

And this is the tip of the iceberg. Elsewhere in this issue you will see calls for participation, which are eagerly awaited. Among the workshops already in the planning stages is one by **Joan Morley** and **Sandra Silberstein** from the University of Michigan on **The Art and Science of Materials Development.** This should be extremely helpful for would-be authors and teachers who perennially need to supplement textbooks.

1985 TESOL SUMMER MEETING

Call for "What Works" Proposals

The 1985 TESOL Summer Meeting on July 11-13 will include a "What Works" session. The session will consist of eight or nine teachers each presenting a five-minute demonstration of a practical, successful classroom idea. If you have a favorite teaching idea that you can demonstrate in five minutes and are interested in participating, please send a description of the idea and your name, address, and affiliation to:

Kay Scruggs
935 N. Liberty Street
Arlington, Virginia 22205, U.S.A.

Note: All levels are welcome.

Needless to say, the TESOL summer meeting will not be all work and no play. The meeting will begin with a gala welcome reception from 8:00-10:00 p.m. on Thursday evening, July 11 in the elegant Galleria of the Intercultural Center. This is an excellent opportunity to renew old acquaintances and meet new people. On Friday evening, the exciting double-decker "Spirit of '76" bus will transport you to the Washington Marina where you will board "The Diplomat" and sail up the Potomac by moonlight past the Kennedy Center, the Jefferson Memorial and other memorable sites. There will be plenty of food and drinks and a live band for your dancing pleasure. This will undoubtedly be popular, so early reservations are recommended.

The **TESOL/publishers' party** will take place on Saturday evening. This will be held in Copley Lounge, a beautiful hall in medieval style. A Renaissance ensemble will roam throughout the building to provide atmosphere and complement the decor.

Since there are other functions taking place at Georgetown on the same weekend, housing on campus will be limited, but there will be a few 4-person apartments for those who register early. A list of nearby hotels and motels will be mailed to all who preregister, so early registration is encouraged. There will also be low-cost meal plans in the campus cafeterias. More complete information on these can be found elsewhere in this issue.

All in all, the TESOL summer meeting promises to be a memorable and rewarding event. You can't afford to miss it. See you there!

Linguistics for the EFL Teacher: Trivial Pursuit or *Raison d'etre*?

Seriously now, on a scale of 1—10 of "Things I Would Like to Know More About," where would you put "linguistics"—5 ... 7 ... 2? If you would like to raise that score, you might consider some of the following topics to be discussed this summer:

"A Phoneme Is a Phoneme Is a Phoneme"

During the 1941 Linguistic Institute, the most widely attended and fully discussed course was the **Introduction to Linguistic Science**. Interest in the course was primarily due to the rapid changes which linguistics was undergoing at the time. As a result of all the disagreements over basic concepts, a student reporting for the university newspaper defined "phoneme" as an "auditory hallucination of voices and spoken words."

By taking **Introduction to Linguistics** with **Haj Ross** at the 1985 Institute, you will find out about phonemes, and much more. Ross is an enormously charismatic as well as accomplished and renowned linguist who will not only introduce you to "surface structure" but will also take you beyond "deep structure" to what lies below. You will feast on metaphorical, morphological, semantic, syntactic, phonetic, and pragmatic linguistic structures. . . on up to "the ballet of conversation." This course will be to language-lovers what chocolate is to chocoholics.

"You Say 'To-MAY-to'; I Say 'To-MAH-to' "

In **Introduction to Sociolinguistics, Deborah Schiffrin,** of Georgetown University, will lead discussions on the various ways that language is part of a social context. Learn how language is viewed as communication in discourse analysis, pragmatics, variational analysis, and ethnography of communication.

"Would You Be Kind Enough to Put That in Writing, Please?"

The effect of literacy on the individual and society is an intriguing topic which is becoming very popular because of recent, innovative research into the relationship between spoken and written discourse. Four courses will focus on various aspects of this subject. **Wallace Chafe, in Spoken and Written Discourse,** will look at cognitive aspects of discourse production in the two modes. **Florian Coulmas** will explore **Writing Systems and Language. Shirley Brice Heath** will examine **Language Change and Literacy.** And **Henry Widdowson** will show how the study of literature relates to current linguistic theories in **Aspects of Literary Discourse.**

"A Little Learning is a Dangerous Thing." But. . .

That will not be a problem for those who attend the 1985 Institute. If you want to learn how to analyze verbal communication in relation to non-verbal, there will be a course for you taught by **Frederick Erickson.** If you are interested in the many dialects, varieties, and genres of **Language in Religion, Charles Ferguson** will lead you in exploring that field. Or, how about the perennially favorite topic of **Language, Culture, and Society? John Gumperz** will help you discover how discourse strategies shape "real life" events. In **Susan Philips'** course, **Language and Political Institutions,** you will gather and analyze data on language in political and legal activities.

by Fran Smith

Insurance Report:

Catastrophe Major Medical Plan Offered

Readers are reminded that TESOL offers five different group plans of medical and term life insurance. The insurance administrator, located in the U.S., is often prohibited by laws of other countries from distributing promotional material in those countries. However, TESOL members outside of the U.S. may write directly to the insurance administrator for information and they will be accommodated. To obtain information on any of the plans, please write to Albert H. Wohlers Insurance, 1500 Higgins Road, Park Ridge, Illinois 60068, U.S.A. (See also ***TESOL Newsletter,*** *October 1983, p. 2.) The report below highlights the terms and benefits of the catastrophe major medical plan.*

Enrollment Period Is Now

A special enrollment period is now in progress for the TESOL $1,000,000 Catastrophe Major Medical Insurance Plan. During this time, enrollment is open to all members and spouses regardless of age. Unmarried dependent children from birth to age 25 also qualify. Acceptance is guaranteed. Enrollment closes June 15th.

The Catastrophe Major Medical Insurance Plan provides insurance protection designed to take over after basic health insurance benefits are exhausted. Skyrocketing hospital and nursing home costs, escalating doctors' fees, expensive medicines, specialized surgical procedures and new equipment can push expenses far over the limit basic health insurance was designed to handle. This is where the Catastrophe Major Medical Insurance Plan comes in.

$25,000 Deductible

Since this plan is supplemental coverage for serious, long-term illnesses and accidents, it includes a $25,000 deductible. All eligible expenses for an illness or accident are applied toward the deductible in full whether paid out-of-pocket or by other insurance.

Once the deductible has been reached, the Catastrophe Major Medical Plan pays 100% of all eligible hospital-medical-surgical-convalescent expenses up to $1,000,000 for up to 10 full years. A period of two years is given to reach the deductible amount.

Should more than one insured family member be injured in the same accident, or contract the same disease within 30 days, only one deductible will apply for those involved. Yet, each insured is eligible for full benefits. This is just one of the outstanding features of this low-cost plan.

Information by Mail

All U.S. members will receive complete information on the TESOL $1,000,000 Catastrophe Major Medical Insurance Plan in the mail. Or, members may contact the TESOL Insurance Administrator: Albert H. Wohlers & Co., TESOL GROUP INSURANCE PLANS, 1500 Higgins Road, Park Ridge, Illinois 60068, U.S.A.

ATTENTION SOFTWARE AUTHORS!

A Software Fair is being held as a part of the TESOL Summer Meeting at Georgetown University.

Date: Saturday, July 13th, 1985
Time: 1:30 - 3:30 p.m.

This is an opportunity for authors to demonstrate their software informally to an audience that will circulate among the various exhibits. Authors will be assigned 30-minute time slots, so they will have ample time to see other exhibitors' software.

To request a time slot, please send two copies of a sheet with the following information:

- **Software title (eight-word limit)**
- **Software description (fifty-word limit)**
- **Computer equipment required**
- **Preferred 30-minute slot (in the 1:30-3:30 p.m. time period)**

DEADLINE: Postmarked June 1st, 1985
(Last minute slots may be available—bring your software to the Summer Meeting!)

Respond to: David Wyatt
4814 Chase Avenue
Bethesda, Maryland 20814
U.S.A.

INSTITUTE OFFERINGS

Continued from page 4

effective use of "pedagogical grammar" in their ESL/EFL classrooms.

A special feature of this year's institute will be three two-week skills-oriented workshops. **Rita Wong** will lead a workshop on teaching oral communication skills, with a focus on pronunciation. **Joan Morley** will look at the role of listening in second language learning. **Vivian Zamel** will focus on the pedagogical implications of recent research in ESL writing.

As TESOL members already know, the field of second language teaching is expanding at a phenomenal rate, with hundreds of publications coming out every year. The 1985 institute will provide you with the necessary information and perspectives to help you "stay on top" of all these newly available materials, allowing you to experience a more successful and rewarding career.

If you are interested in a certificate in Linquistics/Teachers of English to Speakers of Other Languages, you may earn one by taking any six credits of coursework at the Institute. For further information, send for a brochure to: Dr. Deborah Tannen, Director, 1985 Institute, Linguistics Department, Georgetown University, Washington, D.C. 20057, U.S.A.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals,* write to: James E. Alatis, Executive Director, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.

Relaxed Reading

Continued from page 1

teacher and those native English speaking teachers who might feel uncomfortable with a specialty area.

5) It helps to develop a strategy for learning English that students can carry with them after they leave a program; the technique is enjoyable, thus more likely to be continued than perhaps some others.

6) There is evidence in such studies as Elley and Mangubhai (1983) and Huang (1984) that extensive, free reading on a regular basis does have a positive influence on second/foreign language acquisition.

Developing Specialized Reading Lists

To develop specialized relaxed reading lists, one might first approach a few content area specialists in the specific field of the students and request suggestions. A draft would then be circulated to additional content specialists to show them examples of what you have in mind. These might more easily trigger additional suggestions. English teachers who have been teaching ESP students might also occasionally run across such readings so they might be included in those receiving the request. The request should, however, specify that materials written specifically for non-native speakers of English are not among those being requested. Authentic, content-related materials directed at native English speakers are the category of materials being sought. Materials that include poems, short essays or song words could also be recorded for relaxed listening practice.

It is strongly recommended that all who offer suggestions also be requested to provide an initial reading level judgment (from easy to difficult). This will assist in organizing the bibliography. As time permits, the developer of the bibliography should try to at least skim the materials included on the bibliography to verify the recommended reading levels.

It is also useful to determine the availability of these materials in the school or university library and mark in some way those available. The bibliography could also be given to the university bookstore and library for their consideration in future orders. If books from the list are ordered, interested teachers could be informed so they could announce the new acquisitions in class.

A preliminary bibliography for relaxed reading in the medical field has been developed by bibliography the following types of materials have been included: poems, words to songs, letters to the editor in professional journals, histories, biographies, essays on ethics and societal issues, novels (including hospital drama and medical science fiction), and short stories of medical detection. A bibliography on the petroleum industry is currently being developed by van Naerssen (suggestions are welcome).

Encouraging Specialized Reading for Fun

Specialized reading for fun can be encouraged on a personal basis, or encouraged more formally as part of an extensive reading program. In either case, it is suggested that the bibliography be distributed in class, samples of a few materials on the bibliography shown, and that an explanation be given on how such reading for fun can assist the students' second language development and provide further professional cultural orientation. If some of the items can be brought into class, the teacher might at least display the books and possibly allow some free time for students to examine the books. If scheduling permits, some time might occasionally be alloted to free reading in class to get the students started. Once they understand how this kind of reading can assist them in their language development and see what the materials are like, they might be more encouraged to make the next step, of beginning to read them.

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Do We Know the Sex of Our English Language Teaching?

by Claire V. Smith
Lexington, Massachusetts

When we speak and when we teach we consider English as a language which is not differentiated by gender. The materials we use for teaching make the same assumption. Were we to learn or teach Japanese, we would work with a language which explicitly describes men's versus women's forms. Because we do not find such explicit distinctions spelled out in our texts, we are generally unaware that the distinctions exist. We therefore are unconscious of the linguistic choices we constantly make.

In the past ten years there has been an explosion of research into the differences in the English linguistic behavior of men and women. The studies range across all areas of language communication, including interactions in the home and workplace, informal and formal language, the way women or men speak with children, markers used by the gay and lesbian communities, and the political and social implications of these differences (see the bibliography in Thorne, Kramarae and Henley 1983:151).

There is also a great deal of interest in ways to change English to a non-sexist language; this centers on problems with generic *he/man*. There are proposals to legitimize the singular *they/their*, as in *Someone lost their sweater* (Bodine 1975). Another proposal is to introduce a singular neutral pronoun *E* to serve for *she/he* (MacKay, 1980). In fact, this is the usage found in Gullah, the Creole language found in the Georgia Sea Isles and coastal South Carolina, where *ee stands for he, she, it, his, hers, its* (Nichols, 1983).

Publishers are certainly very conscious of the gender pitfalls, and teaching materials do their best to avoid generic *he/man* (as do the TESOL guidelines). New style prescriptions have generally been adopted, such as: use passive or plural to avoid generic *he*. So *A doctor works long hours; he generally works nights*, becomes *Doctors work long hours; they . . .*, or *Night work is common*. Another style rule is: instead of generic *he* use *he or she, s/he or s(he)*. Gender specific occupation names are now to be avoided: instead of *fireman* use *firefighter*; instead of *steward/stewardess* use *airflight attendant*. These devices have become familiar to all of us in our teaching materials. Maybe some of us are even using these kinds of devices to change the way we ourselves speak in the search for a non-sexist language.

All of these style alterations however, will not make our personal speech less sex-linked. Studies of intonation patterns show that patterns commonly used by women differ from those commonly used by men.

> Men . . . rarely, if ever, use the highest level of pitch that women use. . . . Men avoid final patterns which do not terminate at the lowest level of pitch . . . they seem in general to avoid the one-syllable long pitch glides . . . (Brend 1975:86-87).

Syntax studies indicate that women are more likely to use tag questions to qualify assertions (Lakoff 1975). And we are all familiar with the lexical choices which cue us. On reading *Should the walls be painted mauve or beige?* we conclude that the speaker is a) a woman, b) an interior decorator, or c) a homosexual.

I am concerned about what takes place when a teacher models language for an ESL class. Obviously teachers use their own version of English. (You note that I have avoided *his/her* by going plural!) But my version is forced to be female. Therefore in some subtle and some not-so-subtle ways I teach my students English as it is spoken by women. My attention was sharply drawn to this problem when a Russian student of mine, a large, bearded, deep-voiced fellow, parted from me one day, saying

"Bye
bye."

I was very shaken, with a peculiar gut feeling that something was wrong. I said the phrase over and over, and I could hear that I sometimes said it with much the same pattern. What was wrong? It took me a while to realize that the common uses of that pattern are by a woman, or to or by a child. A more common male pattern for *Bye-bye* would have less of a pitch drop and no glide.

> Female and effeminate male speech are apparently distinguished from "ordinary" male speech in the following ways: the male pitch range is narrower than the female/effeminate and shows slower and less frequent pitch shifts (McConnell-Ginet 1983).

It felt very strange, in fact, it felt foreign to hear it from a large older man. We must unwittingly be passing such gender-marked speech traits to our students.

The problem is more serious for women teachers than for men, as English is considered unmarked for male speech and marked for female speech. That means that there is a range of intonation patterns and syntax and lexical choices which may be used by both males and females, but specific female choices and patterns which will give misinformation when used by a male. McConnell-Ginet suggests that feminine intonation is used by males in a derogatory imitation of women, as well as to indicate homosexuality (McConnell/Ginet 1983). These cues are not ones which the ESL teacher intends to teach.

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REVIEWS

Edited by **Ronald D. Eckard**
Western Kentucky University

TWO BOOKS FOR ESL TUTORS

TUTORING ESL STUDENTS by Marian Arkin, 1982. Longman, Inc., 19 West 44th Street, New York, NY 10036 (68 pp., $4.95).

EMERGENCY ENGLISH: A HANDBOOK FOR TUTORS by Martha A. Lane, 1982. Kendall/Hunt Publishing Co. Order from The Lutheran Church Women, 2900 Queens Lane, Philadelphia, Pennsylvania 19129 (ix + 102 pp., $4.00).

Reviewed by Linda Hirsch
Hostos Community College, CUNY

While the use of tutors is not a recent educational practice, the great increase in peer tutoring programs over the last ten to twenty years points to a renewed appreciation of the value of students helping other students. Tutors, unlike classroom instructors with large numbers of students to teach, can address themselves to the specific needs of individual students and can provide an atmosphere in which students feel freer to ask questions and take risks. Yet too often tutoring programs are haphazard affairs, founded on no particular theoretical bases and provided as "quick fixes" to student learning problems. Tutors frequently are inadequately trained and often resort to teaching pedagogies which mimic the classroom environment and fail to take advantage of the unique opportunities provided by a tutor's close relationship with a student. While tutoring programs must be flexible and adapt themselves to the needs of their students, ESL students provide tutors with additional challenges. Some tutors may work with ESL students who are taking subject courses in English; others are called upon to supplement or even substitute for ESL classroom instruction. The recognition of the unique merits of tutoring along with a continuing influx of non-native speakers of English into American society make the appearance of texts which center on tutoring ESL students both timely and necessary.

Of the two texts reviewed here, *Tutoring ESL Students* is directed to tutors and teachers in all subject areas who would like help in meeting the special learning needs of ESL students. It identifies the problems of ESL students in content classes and highlights the four major areas in which ESL students encounter difficulty: listening, speaking, reading and writing, and offers methodologies and techniques tutors can use to deal with these problems. The text encourages tutors to focus not only on problems unique to a discipline, such as content-specific vocabulary and jargon, but also on ESL students' linguistic problems. For example, in order to enhance a student's listening skills, the author first distinguishes between listening and hearing and then gives tutors a variety of suggestions such as preparing 10-minute mini-lectures on relevant classwork so that students may better understand classroom lectures. In addition to asking students questions based on the mini-lecture, tutors are advised to use the lecture as a source of note-taking practice as well. Other techniques include the use of recorded conversation in which tutors are advised to tape record a relevant section of the subject-area and ask students to write or recite a summary showing what they understood. An excellent series of dictation activities completes the section. The chapters on speaking, reading and writing are organized in a similar manner. They offer important background information, contain a diagnostic test, and provide useful strategies for coping with student problems in these areas.

The pamphlet's particular strength lies in its underlying assumption that students should be active participants in the tutoring process. The recommended techniques require ESL students to listen, speak, read and write in order to facilitate their understanding of course material. Rather than be passive receivers of tutor explanations of material, students share in the responsibility for their own learning. The traditional lecture/note-taking exchange between teacher and student is particularly ineffective with ESL students who are bombarded with language they cannot understand. Arkin's text helps compensate for the insufficiencies of the lecture class by providing tutors with meaningful strategies to help ESL students overcome some of the cognitive and linguistic barriers which inhibit their success in content courses. The text, while it encourages students' active participation in the tutoring process, could have been further enhanced by a greater emphasis on the role that language plays in the learning process. The chapters on speaking and writing, while focusing on improving student skills in these areas, do not underscore their value as learning tools. Content tutors and teachers could benefit from an appreciation of how

Continued on page 9

MISSING PERSON: A RADIO PLAY

by Karen Hunter Anderson, Kathleen Breugging, and John Lance, 1983. Longman, Inc., 19 West 44th Street, New York, NY 10036 (Student's Book, 92 pp., $4.80; Cassette $13.75. Book and tape ordered together: $16.50).

Reviewed by Kay Westerfield
University of Oregon

"What happened to Tony?" is the question all of your student detectives will be asking as they attempt to solve the mystery presented in the radio play, *Missing Person*. The story, which revolves around the entertaining adventures of four college students on vacation in Washington, D.C., provides the framework for extensive exercises that develop listening fluency. The authors recommend using the tape and accompanying text to improve the listening strategies of beginning level students; however, it seems the text could prove interesting and challenging to upper level students as well due to its wealth of vocabulary and idiomatic expressions and its realistic rate of speech and use of conversational language.

The materials consist of a cassette and a student's book, the latter containing the answer key and tape script. Each of the book's twelve chapters has a variety of multi-skill problem-solving exercises which develop strategies used in successful listening comprehension. The format, which varies slightly from chapter to chapter, includes basically the following exercises. First, students are presented with several pre-listening questions that either focus attention on key points in the episode or encourage students to predict what will happen—two activities that stimulate active, goal-oriented listening. This exercise is then followed by a brief list of new words and expressions with which the students might not be familiar. The authors chose, however, to omit from the list certain colorful, idiomatic expressions and vocabulary items that would probably be unfamiliar to even the more advanced ESL student, let alone the beginner. As a result, the teacher after previewing the tape might decide to add items to the students' list, which could then be discussed either before or after listening to the episode. After hearing the tape, the students are presented with a quick comprehension check in the form of true/false or multiple choice questions. This is then followed by a "Listening for Language" cloze exercise in which the students listen to an excerpt from the story and fill in the blanks with items crucial to understanding the dialog. As a change of pace from the traditional cloze format, the students as the authors suggest, may first predict what goes in the blanks and then listen to test their predictions.

In subsequent exercises, students are asked to listen for main ideas, sequences of events, inferences, and attitudes. There is also an exercise called "Listening and Function Practice" which is a limited attempt to deal with some of the language functions that appear in the story, such as making introductions and ordering in a restaurant. Some of these functional exercises, however, are weak, such as those involved in offering to help or interrupting conversations; therefore, individual teachers may wish to expand upon them by providing additional functional/notional formulas.

One particularly effective, problem-solving exercise included in each chapter is "Reading and Listening for Specific Information." In this multi-skill activity the students are asked to compare what they have read in a short diary entry to what they hear on tape in order to complete a specific task.

The materials have one major weakness; it is frequently difficult for students to tell "who's who" on the tape. The similarity of the four main characters, two male and two female college students, makes it difficult to distinguish voices; this is further complicated by the choice of androgynous names, i.e., "Kim" and "Terry" for the young women.

Missing Person is an entertaining, although not enthralling, story that provides a motivating basis for a variety of enjoyable, well thought-out listening exercises. Teachers looking for listening materials that employ genuine and interesting language would do well to introduce their classes to *Missing Person*.

About the reviewer: Kay Westerfield is an instructor at the American English Institute at the University of Oregon. She is co-author of *Meet the U.S.*, 1984, Prentice-Hall, Inc., a reader for ESL/EFL students at high-intermediate and advanced levels.

ASPECTS OF TESOL: AN ANTHOLOGY (GRAMMAR AND COMPOSITION)

by Carol Cargill-Power, ed. 1984. The Warwick Press, Inc.: College Park, Maryland 20740 (151 pp., $6.95).

Reviewed by Cheryl Walsh
University of South Florida

If you're looking for an additional text to add to your teacher-training program or if you're an in-service teacher who wants to update your understanding of the dynamics of English in a second language setting, *Aspects of TESOL* would be a good choice. According to the editor, Carol Cargill-Power, "no one book does it all" because teachers find themselves in a variety of settings from teaching in an intensive university ESL program to teaching English as a foreign language overseas. However, this text successfully presents an overview of two areas of language development: grammar and composition. Each of these units includes chapters written by outstanding and experienced professionals in the field such as John Haskell and John Staczek.

The first unit focuses on grammar. All four chapters offer not only a brief summary of current theories in the field but also generous examples. The first chapter, Performance and the Teaching of Grammar, focuses on learner performance in ESL as a consequence of acquired competence. John Staczek concludes that grammar teaching must include formal and informal English. The second chapter on Teaching Survival Level ESL by Sheila Smith provides an in-depth look at this area's special problems. Smith provides a list of suggested grammatical structures at the beginning, intermediate, and advanced levels. John Haskell's chapter, X-Word Grammar, provides a look at Robert Allen's Sector Analysis as a means for an ESL teacher to see and present language in a way that is easy for the students to understand and use. Most of his chapter concentrates on the explanation and demonstration of the x-word. The chapter on ESL Grammar by Carol Cargill-Power provides a brief overview of Tagmemic Theory focusing on tagmemic analysis. Examples involving *of*, -'s, frequency adverbials, indirect objects, and nominal modifiers are discussed.

The second unit focuses on writing. In this section, more in-depth explanations are given for the methodologies presented, and again generous examples are included. The first chapter, Two Critical Elements in Teaching Composition, by Mary Ellen Barrett gives suggestions as to how students can begin to state their controlling idea in compositions by initial focus and further focus techniques. Varied examples are given on topics ranging from gold to the role of the modern scientist. Yvonne Cadiz provides a beginning ESL teacher with some practical ideas and suggestions for teaching intermediate composition to the adult ESL student. A possible composition evaluation chart as well as sample classroom activities are given.

Selecting and Preparing Meaningful and Communicative Exercises for the ESL Writing Class, Chapter 3, by Gerry Strei compares mechanical drills with communicative exercises. Examples including tense drills and affirmative-negative drills are provided. Strei concludes that communicative exercises can bring challenge and excitement to the classroom. Chapter 4, The ABCs of Advanced Composition: A Cross-Cultural Approach, by Louise Dames provides a comprehensive overview of teaching advanced composition including curriculum design, curriculum objectives, textbook choice, and evaluation. Appendices to this chapter provide examples involving the descriptive essay. The final chapter, Paula Sunderman's Teaching Writing Skills to ESL Students in Applied Scientific and Technical Fields, provides background on the growing area of English for Specific Purposes. A plan for an English for Science and Technology curriculum is discussed with an impressive bibliography of ESP/EST materials.

The only weakness of this text is that there aren't more articles. Those contained in *Aspects of TESOL* provide up-to-date, comprehensive information about the important areas of grammar and composition. This text would be an invaluable resource for the new ESL teacher, a handy reference text for the experienced ESL teacher, and a useful classroom text for the teacher trainer.

About the reviewer: Cheryl Walsh has been teaching ESL since 1977 in Paris and at the University of Arizona and the University of South Florida.

More reviews on page 9

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McGraw-Hill Book Company, International Group, ELT Dept.
1221 Avenue of the Americas, New York, NY 10020

Reviews:

SECRETS AMONG THE RUINS

by Stewart Agor and Barbara Agor, 1984. Regents Publishing Co., Two Park Avenue, New York, NY 10016 (64 pp., $1.95).

Reviewed by Madeline Ehrman
Foreign Service Institute

My background is not in ESL but rather in teaching foreign languages, all of them "exotic," to adult Americans. When I attend conferences like TESOL, I become a little envious of the vast resources available to the ESL professional in the U.S. These include both published resources as well as environmental and human resources that are simply not available to teachers of Cambodian, Japanese, or Turkish. This little book, *Secrets Among the Ruins*, is an example of the kind of published material that arouses my envy, for there is no published material of this sort available in the languages I work with.

Secrets Among the Ruins deals with content that is of interest to adults: major archeological excavations and their relation to the history of the area and culture of the area in which they are found. Geographical distribution of the sites seems fairly good: the five chapters are Troy and Mycenae, Knossos, Stonehenge, Machu Picchu, Angkor. It is a little odd that none of the major archeological excavations in the Middle East was included; on the other hand, to the degree that this book is not only a source of reading practice but also an introduction to information underlying references in English prose and verse (e.g., the myth of Theseus and the Minotaur), some concentration on the Mediterranean and Stonehenge is reasonable. Inclusion of Angkor and Machu Picchu serves the purpose of increasing the relevance of the reading for students from Asia and Latin America.

Another major virtue of *Secrets Among the Ruins* is the accessibility of its text to nonproficient readers. The vocabulary is controlled, and new items are carefully defined both overtly and through rich contextual surroundings. There is enough in the materials to challenge and attract even good students, but it is limited in such a way that most students should not find it discouraging to deal with. The content is of sufficient intrinsic interest that students are likely to want to read for gist where they cannot read for 100% comprehension. In this way, the content is likely to serve as comprehensible input, in keeping with Krashen's input hypothesis.

On the other hand, in some ways the text is overly controlled. The introduction "To the Teacher" states that "Subordinate constructions are limited to clauses introduced by *that* or (after *say*, *think*, and *know*) with *that* omitted." The book is quite faithful to this restriction. I found the resulting overuse of short, simple sentences highly intrusive; it affected my ability to read the text. Part of this reaction was that of a native speaker and editor (I kept rewriting sentences as I read), but part of it comes from my language teaching background. From the point of view of comprehensible input, *Secrets Among the Ruins* is missing out on a good opportunity to help students acquire complex sentence patterns. Reading is an important source of comprehensible input (much of which eventually appears in speech).

This book is clearly aimed at literate adult students, all of whom are used to reading complex sentences in their own languages. They would probably be able to handle a rewrite of "The Minotaur was a strange, dangerous animal. It had the body of a man and the head of a bull." to something like "The Minotaur was a strange, dangerous animal that had the body of a man and the head of a bull."

If nothing else, relatively complex sentence structure can be introduced on the principle that language students of this kind can handle far more material receptively than they can produce. The authors seem to take this point of view in their treatment of vocabulary and content; why not with grammar? I am not advocating convoluted sentences of the sort that occur in completely unrestricted texts, but a few relatively straightforward subordinate clauses would make the grammatical level much more consistent with the content and vocabulary level and greatly reduce the first-grade primer tone of the book.

The exercise material seems well done. None of the exercises is merely mechanical manipulation of language; almost all seem to focus on helping the reader understand or build on the content of what was just read. One of them takes the reader beyond the sentence to work with a discourse feature like anaphora (reference of pronouns over several sentences). Many of the exercises increase the reader's understanding of the context of the reading passage. In general, they are consistent with an emphasis on communicative competence.

Illustrations are clear and well chosen. A consistently used time-line helps the reader relate the many events and sites to each other.

On occasion, even within the very strict stylistic limits the authors have set themselves, the text becomes a pleasure to read (e.g., "You can visit Mycenae today. You will feel the hot sun

Continued on page 11

TWO BOOKS FOR ESL TUTORS

Continued from page 7

writing which stresses meaning rather than correctness aids in the actual comprehension of subject material and how talk can be used to aid thinking rather than just provide language practice.

In all, however, *Tutoring ESL Students* does an excellent job of alerting tutors to the particular needs of ESL students and offers a variety of approaches for dealing with the problems ESL students encounter in content courses. The pamphlet may also be used in conjunction with ***The Tutor Book***, (Arkin and Schollar, Longman, Inc.), which provides a comprehensive syllabus for tutor training in any discipline.

While Arkin's book is aimed at the ESL student's academic survival, *Emergency English* concerns itself with the learning of English for non-academic purposes. The text provides lesson outlines which contain vocabulary and dialogues on day-to-day topics such as shopping, money, and mail. Tutors are given suggestions for developing their own lesson plans, and the remainder of the book (at least half of it) contains decontextualized pronunciation lessons.

While *Emergency English* strives to prepare America's newcomers for the English required in daily living, its highly structured and patterned exercises are rather contrived and do not really encourage meaningful conversation. The book's theoretical orientation is primarily an audiolingual one. Though it is not concerned with the formal teaching of grammar, the text presents language first in its spoken form, and lessons are structured around the introduction of vocabulary, dialogues, and sentence patterns. A sample of the text's pedagogy, taken from page 9, is presented below:

> For example, in Lesson 1, you would teach "Do you have a ____________?" and the appropriate response like this:
>
> 1. Tutor (pointing to student's pen and gesturing for the student to listen):
>
>   "Do you have a pen? Yes, I do.
>   Do you have a pen? Yes, I do.
>   Do you have a pen? Yes, I do."
>
>   Student: (listens, says nothing)
>
> 2. Tutor: "Do you have a pen?"
>   Student: "Yes, I do."
>
>   Tutor: "Do you have a pen?"
>   Student: "Yes, I do."
>
>   Tutor: "Do you have a pen?"
>   Student: "Yes, I do."
>
> 3. Check the student's comprehension of the *sentence pattern* by varying the question but using only *known* vocabulary words . . .

The text is written for those who not only know very little English but may also be unable to read or write in any language. Thus, the teaching of writing is presented as the learning of the alphabet and the completion of simple "writing exercises" (p. 15). Reading is viewed as the acquisition of vocabulary and the ability to read sentence patterns. Tutors, however, are encouraged to give students "practice in reading signs, forms, charts, books with special formats (phone books . . . . . . cookbooks), newspapers, magazines, schedules, tickets, and so on" (p. 13). Yet tutors are not given any advice as to how to teach to the wide range of reading levels presented in these materials.

The book, however, does have its strengths for those tutors without any experience in teaching ESL. Its "General Tutoring Hints" are sound, and its suggestions to "teach culture along with language" (p. 13), should foster communicative competence as well as mutual respect among tutor and students. Though the handbook may be used independently of other materials, the author recommends that tutors also use ***The Emergency English Workbook***, which contains reading and writing exercises related to lessons in the handbook, as well as 50 additional pronunciation lessons.

Those who do not mind the constraints imposed by audiolingual teaching will find a variety of well-organized lessons which can be readily implemented by even novice tutors. However, it is just this lack of input required of tutors and tutees which may be the text's greatest weakness, inhibiting any meaningful interaction among second-language learners and their tutors and the more natural acquisition of the second language.

While the two texts reviewed here are targeted for different audiences and purposes, both seek to assist the tutor who is working with ESL students. Though no book can substitute for a comprehensive tutor training program, a good text can definitely serve as the basis for one. The appearance of books in the area of tutoring, and particularly ESL tutoring, can only be encouraging.

About the reviewer: Linda Hirsch has developed and runs a comprehensive tutoring program for ESL students across the curriculum. She is also the director of the Hostos Community College Writing Center.

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BETWEEN THE LINES: READING SKILLS FOR INTERMEDIATE-ADVANCED STUDENTS OF ENGLISH AS A SECOND LANGUAGE

by Jean Zukowski/Faust, Susan S. Johnson and Clark S. Atkinson. 1983. Holt, Rinehart & Winston, 383 Madison Ave., New York, New York 10017. (viii + 264 pp., $14.95).

Reviewed by Mary Ellen Barrett
The American University

In their never-ending search for good textbooks, ESL teachers, might, at first glance, be attracted to *Between the Lines*. Here is a handsome reading text for the high-intermediate student, which contains lively, high-interest readings. The eight units deal with such general topics as endangered species, the media, mysteries of the past, and global problems. Further, the exercises focus on developing reading skills rather than on content analysis. There is recurring practice in identifying main ideas and supporting details, guessing vocabulary from context, separating fact from opinion, making inferences, and recognizing organizational patterns—to mention a few of the types of exercises. Indeed, the authors' goal is to provide the student with exactly the kinds of skills needed to read effectively. There are problems, however, in the manner in which students are directed towards the acquisition of these skills.

Perhaps the most severe problem our college-bound students face is in the area of vocabulary; they are still entirely too dependent on their dictionaries and need training in determining meaning from context. Unfortunately, the contextual defining clues in these specially written or adapted readings are too frequently appositives, *or* phrases, and reduced or complete relative clauses. For example, in "A Theory of the Earth's Structure," we find eight such context clues—one participial reduction, two *or* phrases, and five appositive structures. These clues are certainly not representative of the variety of contextual clues that one finds in unedited college level texts. The only other kind of context clue that is dealt with is that of anaphoric reference. The result is that students can do these exercises easily and might be misled into thinking that all contextual clues are this clear.

A further problem in the vocabulary exercises is the choice of items to be defined. Why do the authors, in an article on folk art (quilting), choose to have items on such words as *garment*, *patch*, *filler*, *down*, and *scraps*, but ignore other more high-frequency words such as *function* (n.), *uniform* (adj.), *exclusively*, and the distinction between *economical* (in the reading) and *economic*? A number of other readings, which do not have accompanying vocabulary exercises, include words which will require explanation for even the better students, *e.g.*, *scapegoats*, *awkwardness*, *chuckle* and *neglect* (n.). In other instances, the definitions are so vague that even the students question their accuracy. The word *professionals*, for instance, is defined as "people who have studied a field." There are other incongruities in the vocabulary exercises as well. The authors fail to inform the student that the word *offspring* is plural and will therefore never become *offsprings*; they define the word *immense* in an exercise while the word in the reading is actually *immerse*. These are minor distractions, however. The real problem with the vocabulary exercises is inadequate selection of words to be defined and simplistic contextual clues.

Our students often have difficulty in making inferences. The critical reading exercises in this text attempt to provide practice in this important skill. In the preliminary unit, the terms *facts*, *inferences*, and *judgments* are introduced. In the five subsequent units there are exercises in which students are directed to identify statements based on readings as one of these three categories. The problem arises in that it is possible to make an inference which is a fact *or* a judgment, so the three categories are not mutually exclusive. In the Instructor's Manual, the authors do indicate that "students may be able to justify other answers." This is certainly true. As a result, the exercises are frequently ambiguous, lead to confusion and are of dubious help to the student who wants to know "the right answer." In Unit Six the critical reading exercises change somewhat. The student is asked to decide whether the statements are facts or opinions of the author, a slightly easier task, which might have been better placed at the beginning of the book, but even here there is ambiguity. In an article by Ellen Goodman about a family watching *The Diary of Anne Frank* on TV, Goodman says, "The grown-ups watch the performance with a different eye than the little girl beside them. She was not as tough as they were." In the exercise, the statement "The little girl was not as tough as the grown-ups." is identified as a fact. Some of my students claimed that *tough* was a judgmental word and that it actually was the author's opinion. In too many instances, the students are led into an almost philosophical debate over these items—something which distracts from the intent of this kind of exercise.

Recognizing paragraph organization is another skill which helps students to be able to anticipate the kind of information to come and thus to become better readers. Finding "pure" paragraph types and then deciding what to name them is a tricky process, primarily because there is so much organizational overlap in unedited texts. Although I am fully aware of the difficulty here, the organization recognition exercises in this text seem to complicate the task unnecessarily. A paragraph for which the "correct" principal type of organization is "reasons" begins, "The painting of Michelangelo is the painting of a sculptor. *Like* the other artists of his time Michelangelo painted from religious stories. *Unlike* his contemporaries, he framed his work in architectural structures." (Emphasis mine.) The rest of the paragraph gives specific reasons and examples of why Michelangelo's painting is the painting of a sculptor, but the difficult distractors caused all but my very best students to identify the organization as comparison/contrast.

In a subsequent exercise, there is a paragraph which describes an experiment on the effects of overpopulation on rats. The student is asked to decide whether the paragraph is organized according to: A. reasons, B. description, C. examples, or D. definition. Given those choices, description is a possibility, but, in fact, the development is process, which might also be termed causal or chronological. Related to these organizational overlap problems, in a comprehension exercise, the student is instructed to *compare* the Josefstrasse and Hagenholz plants. The reading points out only the differences between these two plants, so the item should ask for a contrast, not a comparison.

This review suggests some of the problems facing the teachers and students who use this book. While it is true that each reading and exercise must be previewed carefully to anticipate the difficulties which could arise, there are benefits to using the book. The students find all but a few of the readings interesting and enjoy discussing them. The topics provide the opportunity to bring reality into the classroom—quilts, batik fabric, Japanese food, etc.—and to expand on the readings with a video component. Our university library had a number of video tapes on such things as the Tunguska explosion and the continental drift theory, which further stimulated class discussions of these reading topics. The overall result is a toss-up: the students enjoy it, but the teacher faces a continuing challenge in previewing and planning. In deciding whether or not to use this text, the teacher must determine whether student enthusiasm warrants the time and effort necessary to use it successfully.

About the reviewer: Mary Ellen Barrett has fourteen years' experience as an ESL teacher. She is co-author of *Paragraph Development* (Prentice-Hall, Inc., 1981) and *Approaches to Academic Reading and Writing* (Prentice-Hall, Inc., 1984).

More reviews on page 13

BOOK REVIEWS

Please address reviews and/or inquires to Ronald C. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

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SECRETS

Continued from page 9

over your head and the hard, dry ground under your feet. You can pass through the Lion Gate. . . . From there you can look up at the mountains and down at the dry, brown valleys not far away, and you can think about the time of Agamemnon.").

The book is a convenient size to handle and short enough to present a manageable task to the reader of low proficiency. I would be delighted to have such a book in the appropriate language for the archeological sites of Turkey, Japan, or Southeast Asia.

About the reviewer: Madeline Ehrman is in charge of language training in Japanese, Tagalog, and Turkish and responsible for certain staff and curriculum development projects at the Foreign Service Institute in Washington, D.C.

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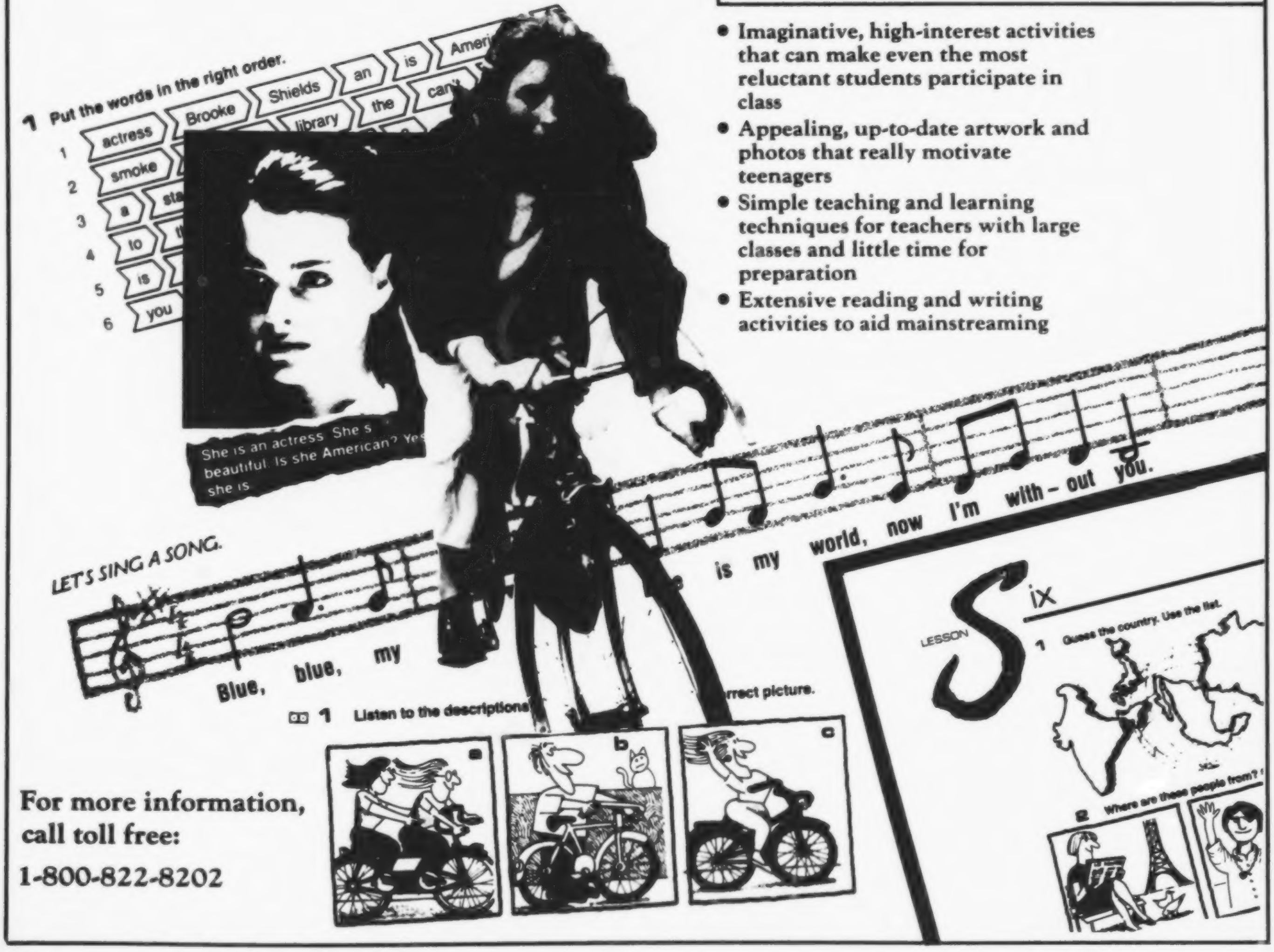
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Reviews:

A PRACTICAL GUIDE FOR ADVANCED WRITERS IN ENGLISH AS A SECOND LANGUAGE

by Paul Munsell and Martha Clough. 1984. Macmillan,
866 3rd Avenue, New York, NY 10022. (314 pp., $14.98).

Reviewed by Amy Tucker
Queens College, CUNY

This *Practical Guide* can perhaps be used most effectively as a composition workbook—to be supplemented with grammar exercises, readings, or whatever else the teacher deems appropriate—since it offers a wide assortment of writing topics that teachers and students can use as the starting point for investigating the writing process.

Geared to intermediate and advanced college-level students, *A Practical Guide* is intended to give ESL learners ample practice in writing short compositions. Indeed, this encouragement of prolific writing—an activity that improves student writing more dramatically than any number of lessons or lectures—is the authors' greatest strength. The three divisions of the text logically follow the usual composition-course sequence, moving from introductory units on the personal subjects with which beginning writers are most comfortable, to more general issues of universal interest, and finally to the research topics and methods that are the province of upper-level writing courses.

Some sixty assignments are outlined in separate units, so teachers using this text will have considerable flexibility in planning their courses. Each unit averages three to four pages in length and is designed to be covered in one class meeting, though many instructors will probably elect instead to carry an assignment over several class periods to allow for rewriting and the development of longer and more complex essays.

But rewriting, a matter of increasing importance to college composition instructors across the U.S., is not a major concern of this book. In addition to the exercises in each unit that ask students to line-edit sample paragraphs, five revision units do in fact occur at intervals throughout the text. Each of these units, however, essentially consists of the same page or two of directions, advising students to reread the compositions in their folders, choose one they think "needs to be rewritten," make an outline of improvements "you think you can make," and then make these corrections, using the checklist of seven questions appended to the book.

This apparatus presents revision virtually as an afterthought, the "finishing touches" superimposed on a writing product, rather than as a fundamental stage in the composing sequence. Yet as authors of a spate of teacher training manuals on the New Rhetoric and the Process Method have been reminding us for some time, professional and student writers alike seem to work by methods that are recursive or cyclical rather than linear: we write so that we can find out what we've been thinking. Whether the assignment at hand be an autobiographical essay, a textbook, or a book review, most of us mull the topic over, throw down some notes on paper or computer screen, come up with a working draft, and then once we've discovered what we *really* want to say, revise.

As the revision units illustrate, the teaching method of *A Practical Guide* is more often prescriptive than inductive. Each unit of the text has the same format: introduction, warmup exercises, editing practice, planning and writing; in addition, most units contain an anonymous sample essay, presumably produced by the authors of the book. These materials are helpful and informative, providing as they do rules and models for different kinds of writing tasks, but students may at times have difficulty applying such general dicta to the specific problems they encounter during the successive stages of a particular composition. Writing activities, as well as editing and grammar practice, might more profitably grow out of the students' own composing processes and individual areas of interest and fluency. By the same token, greater use of the classroom environment—in the form of group discussion, brainstorming, freewriting, journal keeping, and peer editing—might more naturally stimulate these skills.

All of this is not to say that *A Practical Guide* will not help ESL students write more proficient essays in English. But teachers may wish their students to generate essays more energetic and purposeful than the model reading selections provided in the text, of which the following excerpt (the concluding paragraph of "A Short Autobiography") is fairly representative:

> I have several other interests in addition to horticulture. I still love to play the guitar and to meet people socially. I enjoy traveling very much and hope to visit many parts of the world as part of my work. I am a fan of adventure movies and do my best to go to a theater to see one at least once a month. I am not married yet, but I hope to be before too long. I am looking forward eagerly to the year that I will spend here and hope that I will learn a lot about my field, meet a lot of interesting people, travel, improve my English, and still have time to play my guitar occasionally.

About the reviewer: Amy Tucker directs the ESL Composition Program at Queens College, The City University of New York, and is co-author, with Jacqueline Costello, of ***Random House Writing Course for ESL Students.***

ENGLISH BY NEWSPAPER

by Terry L. Fredrickson and Paul F. Wedel, 1984. Newbury House Publishers, Inc.,
Rowley, Massachusetts 01969 (179 pp. $8.95).

Reviewed by Daniel Dropko
University of Florida

The introduction to *English by Newspaper* states that "The English language newspaper is an attractive possibility for almost any reading comprehension program." Many teachers, I think, would agree. But turning "an attractive possibility" into a direct asset is not always easy. Fortunately in this case we are ably assisted by this modest but very attractive text.

There are several advantages to using a newspaper to teach reading. A paper is inexpensive, easily obtained, and "authentic" in the sense that the English is unsimplified and intended for native speakers. It is also true that a great many foreign students who come to the United States in university programs want to be able to read the papers, if only because they are already newspaper readers in their own countries.

There are, however, other considerations. For one thing, newspapers are not easy to read. We have become so used to the journalistic style as it appears in wire service stories or in locally written news copy that we sometimes lose sight of the fact that newspapers rely on a highly specific and colloquial vocabulary and a complex, highly embedded sentence structure. For another, foreign students frequently want to read newspapers because they are interested in news from their home countries—news that is often not included in American newspapers. Moreover, much of the news that is included relies heavily on the reader's knowledge of social and cultural institutions that visitors to our country cannot be reasonably expected to possess. Just as a university newspaper reflects the particular campus on which it is published, or a local paper identifies itself with a particular community, our English language newspapers mirror our national values, habits and preferences. Newspaper reading, rather than being simply the acquisition of new information, is a kind of passive participation in the life of the national community. Any student or foreign visitor willing to spend the time necessary to understand the social and cultural context of what appears in the papers will probably find the effort rewarding. It seems worth pointing out, however, that not everyone's purpose for being in the United States automatically includes this desire.

These difficulties notwithstanding, there are certain things about newspapers that favor their use in ESL classes. Though they often use complex structures, the actual number of these structures is relatively small, and their use is consistent from story to story. Information is often recycled, both within a single story and in the day-to-day coverage of continuing stories. Finally, they provide an up-to-the-minute source of public language, the English of most of our business and social transactions. These advantages, and others, are explored in *English by Newspaper*.

The book is divided into three sections. The first, called "A Reading Comprehension Method," comprises about one-half the book. The seven chapters are titled: Scanning, The Newspaper Lead, Beyond the Lead, Understanding Words in Context, Understanding Headlines, Reading a Story Critically, and Other Kinds of Newspaper Writing (i.e., reviews, editorials, columns, and features). Part Two is a series of specially-written news stories on seven of the most common topics found in newspaper writing. There are an average of six stories per topic, and each story includes a set of comprehension questions. Part Three is an 1100-word glossary of high-frequency news vocabulary items. Throughout the text, glossed words appear in italics. Each of the first seven chapters

Continued on page 15

IT WORKS

Edited by Cathy Day
Eastern Michigan University

An Authentic Writing Experience

by Mona Schreiber
Bar-Ilan University, Israel

As I'm currently teaching composition, I particularly enjoyed this teaching technique. The author states that this idea has worked successfully with advanced level students majoring in English literature or linguistics in Israel, and that she and her colleagues have used it for two years. If you're teaching composition to advanced students, why not try it? *C.D.*

To have the written assignments in an ESL composition class become more "authentic," it is necessary to give students tasks that resemble those required of them in their academic courses. It is also necessary to let them write for a real audience, fellow classmates. In Bar-Ilan's English Department we have recently found a way to combine these facets of authenticity into a successful writing project, which our students have responded to very enthusiastically.

The project spanned three class sessions and involved the following activities: reading a short story and summarizing it in class, reading and rating fellow students' summaries, and viewing a video-taped lecture on the story and summarizing it. The detailed procedure follows:

1. Choose a short story brief enough to be read and written about in class. Allot fifteen minutes in class for reading it. Dictionaries may be used as this is not an exam. The story's interest level should be high. We chose *The Open Window* by "Saki," as the surprise ending requires a high degree of understanding.

2. Have students write a summary of the story and copy their work onto a ditto master. Ask them also to comment on the meaning of the story and whether they like it or not. No names on the dittos are needed; titles are enough for future identification.

3. Run off copies of each summary for the whole class and distribute them the following session. Ask students to quietly read the summaries and rate each one according to whether or not the story was understood, and the main points and comments expressed clearly. Have them use a notation system to indicate if the paper is a) good, b) OK, or c) weak.

4. Record individual ratings of each summary on the board. Share your own ratings with the class as well. Discuss the results, especially cases of disagreement. Reasons for ratings should be discussed, too.

5. Use one or two of the generally agreed upon weak papers for an error analysis. Students can correct language mistakes together and point out examples of faulty comprehension. It should be noted that the weak papers always lacked personal comments on the story.

6. Time permitting, go over one or two of the better papers. Have students discuss what makes them good summaries.

7. In the third session, show students a video-taped lecture of about ten minutes delivered by one of their literature teachers at the university (preferably a cooperative one). In our case the lecturer discussed the story as she might have done in class, analyzing the literary technique used by the author.

> **IT WORKS**
>
> **Contributions for this page should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.**

8. Let students view the video twice, taking notes the second time. Give them about half an hour to write up a summary of the lecture.

9. Collect summaries, and time permitting, either continue the error analysis on the summaries of the story, or discuss the video and/or the whole writing project.

Interestingly enough, we found that while the first summaries of the short story were varied in ability, the summaries of the video-taped lecture were much more accurate, reflecting a higher degree of comprehension, even by those who had missed the point of the story the first time around. This may have been due to the valuable experience of sharing each other's work and getting feedback which was often eye-opening from fellow classmates. This system of evaluation is certainly less threatening than what the students are used to and far more motivating. Suddenly students are writing for a genuine audience, and most of our students wished to score high in the public rating. Moreover, during the rating, we noticed a transfer between the ability to write a good composition and the ability to judge one.

About the author: Mona Schreiber has an M.Ed. in TESOL from Temple University and is currently working on a Ph.D. in Applied Linguistics at Bar-Ilan University, where she has been teaching language courses (pronunciation, conversation, and writing) to English majors for nine years.

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ENGLISH BY NEWSPAPER

Continued from page 13

follows a similar pattern. A short paragraph explains the purpose of the chapter, after which there are one or more subsections. Each subsection consists of an introductory explanation, with examples drawn from major wire-service news stories, and a series of exercises, also based on actual news items. Exercise types range from multiple choice to finding main ideas to general comprehension questions. These are varied from chapter to chapter, and occasionally within subsections of a chapter, depending on the material being discussed. A complete answer key is included at the back of the book.

The strongest chapters are Chapter Two, "The Newspaper Lead," and Chapter Five, "Understanding Headlines." The lead—the first paragraph of a news story—is crucial to the understanding of the entire story. It is, in effect, a one- or two-sentence summary of the particular event being reported. Because so much information must be compressed into a small space, multiple-embedded sentences are the rule. Furthermore, the number of past and present participles used tends to obscure the basic structure of the sentence, in particular the location of the main verb. (This process by which a simple sentence is expanded into a lead is nicely illustrated in the initial example in Chapter Two.) Exercises emphasize finding the subject and main verb, recognizing relative clauses, and understanding opening phrases beginning with past participles, gerunds, and prepositional phrases. These structures are alluded to without grammatical explanations, the emphasis here and elsewhere in the book being on the content of the story. Students who may be unfamiliar with these structures may require extra help at this point. What I find most attractive about this chapter is the practice it gives students in analyzing and sorting information found in long, often complex sentences, a skill that can be applied to other types of reading as well.

Headlines pose special difficulties, and the authors have shown good judgment in postponing the discussion of headlines until the students have had a chance to work with the rest of the news story. There is a short (90 word) glossary of common headline words (e.g., sack = fire, sway = influence, weigh = consider) and a short section on idioms. Headlines are approached as abbreviated forms of complete statements, and students are asked to reconstruct complete sentences from sample headlines and to identify the general subject of a story on the basis of its headline. There is also an interesting section on the use of punctuation in headlines.

The two chapters on reading the body of the news story and on other types of newspaper writing are principally content-oriented, and the exercises are straightforward comprehension questions. The chapters on words-in-context and scanning use conventional approaches. Teachers should note that the chapter on scanning is placed first in the book. For me, scanning has always been as much a matter of discarding irrelevant material as of recognizing the relevant. Consequently, it is difficult to scan something that contains unfamiliar vocabulary and sentence patterns. In my own reading, I seldom "scan" a newspaper story, since the headline and first paragraph effectively summarize its content.

The only chapter about which I have major reservations is Chapter Six, "Reading a Story Critically." I very much like the idea of teaching students to assess the reliability of a story based on information about its source, but some of the examples offered in the book are unconvincing. For example, "U.S. intelligence sources" are considered more reliable than "Brazilian intelligence sources" when discussing aerial reconnaissance flights over Cuba by U.S. planes. While it is true that U.S. sources may have better access to the information, they might also have more reason to conceal or alter that information. We should remember that in this chapter, as in the other sections of the book, the concept of news reporting is approached from the viewpoint of the Western democracies, and may not reflect the experience of those who might be using the book. Discussions of the credibility of news reporting should certainly have a place in a book like this, but I think the issue is more involved than it is presented in Chapter Six.

The sample news stories in Part Two are included for comprehension practice and vocabulary study. Even though they have been written especially for this book, they are indistinguishable from standard wire-service copy. (Not surprising, since co-author Paul Wedel is a graduate of the Columbia School of Journalism and is also UPI's Manager for South Asia.) The advantage of this approach is that it enables the authors to include a high percentage of the glossed vocabulary in each story. The glossary definitions, by the way, are not comprehensive; they define the words only as used in the context of the stories. Nevertheless, it is a strikingly effective use of vocabulary study through content area.

Reservations aside, I like this book very much. It is especially well presented and attractively designed and has an adult and businesslike appearance too often lacking in ESL textbooks. The authors suggest using the book in conjunction with a daily newspaper, probably a good idea since students will want to practice with more examples than the book provides. The authors also indicate that the book may be used for self-study as well as in a classroom. Given the previously mentioned tendency of newspapers to incorporate culturally-conditioned information without further explanation (references to the U.S. legal system, or to the election process, for example), I wonder how effective the book would be without access to a native speaker's experiences.

One final point ought to be made for those who are contemplating using this material in a class. As implied earlier, reading a newspaper is not a sociologically "neutral" activity. Newspapers, because they are an integral part of the "real" world, often involve us in matters about which we feel strongly. They can delight us, but they can also frustrate and anger us. If your classroom has enough room in it for frustration, anger, and delight as well as verbs and participles, then *English by Newspaper* may be a welcome addition to your syllabus.

About the reviewer: Daniel Dropko is an instructor in the English Language Institute at the University of Florida in Gainesville.

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Sex of Our English Language Teaching

Continued from page 6

Our concern must be for what comes out of our classrooms. Some of these gender errors will be automatically excused by the hearer as part of the wrong accent/incomplete knowledge of the language pattern. I have not seen research on how listeners classify such errors; I believe a certain portion of a foreign accent is due to gender-marked speech errors rather than to the more readily heard and corrected errors in lexicon, syntax and intonation. For teachers to help their students, the teacher must first recognize the problem. Once aware, the teacher's own ear will begin to notice the gender markers. Even a small amount of reading in this area will permanently change the native speaker's consciousness of cues given and received. The new book by Thorne, Kramarae and Henley, *Language, Gender and Society*, has an extensive bibliography broken down by categories so that the reader can easily find works in any area for follow-up reading.

We owe it to ourselves and our students to know about this research. Much of it was done for political or social reasons; the women's movement was the main force. But the research itself deals with our own language usage whether we are male or female, political or apolitical. The insights we find in these studies will enrich our understanding and guide us with our students.

About the author: Claire Smith is an ESL teacher and freelance ESL editor. She holds an M.A. in TESOL from Boston University.

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Shot in the Arm

The English Language Fair

by Christine Luginbühl-Maloof

A brick and concrete complex of apartments and shops surrounding a token wading pool, some shrubbery and ducks—the only concession to nature—is the home of the Barbican Centre in northeast London, site of the English Language Fair from October 22-24. Making my way down the long walkways, up and down flights of stairs and around bends, forever following the yellow painted line and accompanying signs, I came at last to the fair's registration desk.

My official catalogue having been bought, and all other formalities having been taken care of, I proceeded to the entrance, showed my ticket, and was about to go in when I was stopped by security. "Please open your handbag," I was asked. "What could they possibly be looking for," I wondered, "a smuggled manuscript I was planning to hound publishers with, perhaps?" "The Duke of Edinburgh, the Patron of the fair, will be here today," I was told. "Oh."

Having passed through security, a quick overview of the exhibition hall and a glance through my catalogue told me that the fair was divided into two sections/floors: 1) English Teaching Programs and 2) Publishers' Displays.

Wandering through the first floor, I was overwhelmed by the number of English programs and private schools throughout Britain offering summer, part-time or intensive courses to children, teens and adults. Competition was keen, so some schools were emphasizing, in addition to their regular academic program, such selling points as comprehensive extra-curricular activities and tours, a "rate your English" computer analysis (which was, in reality, the school's placement exam), and Linguasport, an elective in which intensive tennis and English are taught simultaneously. A few teacher training and business public speaking programs were also represented, as well as TESOL, IATEFL and OXFORD-ARELS.

On the second floor were exhibits of most British ESL/EFL publishers, as well as some American ones. To my personal disappointment, the selection of American textbooks was naturally limited, with just one or two books or series available per publisher. Assorted bookstores and publications such as "The Times Educational Supplement," "The EFL Gazette," (the international review of the English language) were also displayed.

But by far the latest buzzword in the field of English language teaching is the use of computers both in the classroom and at home. Videos, programs and accompanying books abounded, with BBC and its soundproof booths as well as various publishers and programs sporting fancy hardware housing some good and not-so-good teaching material. Despite a slight inhibition about taking up much of a salesman's time to explain the intricacies of a program, I did manage to try out one system. This particular program was designed as a test for English speakers learning French and vice-versa. I decided to test my fledgling French and opted for the beginners test. I was then given a series of words and expressions in either French or English for which I had to supply the translation, and was rewarded with a "That's right, Christine" when my answer was right. The only problem was that if I misspelled the word or didn't give the exact synonym the computer was programmed for, my answer was marked wrong.

Prince Philip, the Duke of Edinburgh, chose the day I attended the fair to present the fair's 1st Prize Award for a new publication to *Seaspeak*, an English in navigation text. Red carpets, speeches and flashbulbs, and then crowds were navigated first here and then there as the prince and his entourage made their way from booth to booth.

In addition to the regular exhibits, hourly presentations were held in the rear theater. Some of these included talks on books such as *Seaspeak*, *Streamlines*, and *Departures in Reading*. Other talks were about "Computers in English Teaching," "English in Broadcasting" and "English Across Frontiers." I managed to catch the English Teaching Theatre's "What Does it Mean"—a take-off on the TV game show format in which the actor-contestants are asked to give the meanings of various English road signs and words. The hilarious answers given by the bizarre looking and sounding characters kept the packed house, including the Prince, roaring with laughter.

In all, the fair was very enlightening on the state of the art of English teaching, and after five hours, left me with a "shot in the arm" inspiration we teachers could use from time to time.

Reprinted from the *ETAS Newsletter* (English Teachers Association, Switzerland), Vol. 2, No. 1, December 1984.

About the author: Christine Luginbühl-Maloof earned her M.A. in TESOL from Boston University. She has taught there and in Madrid, Spain. She is presently teaching in-company business English courses in Switzerland, where she was recently guest editor of the ***English Teachers Association, Switzerland (ETAS) Newsletter.***

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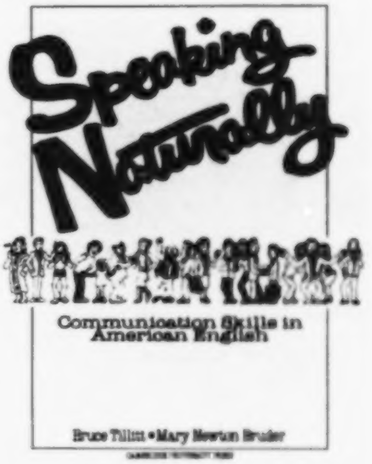
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MINISCULES

Edited by Howard Sage, ***New York University***

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The Conquest of America: The Question of the Other by Tzvetan Todorov, translated from the French by Richard Howard. 1984. Harper & Row, 10 East 53rd Street, New York, New York 10022. 274 pp. $6.95 Paperback.

The Conquest of America is an examination of the overthrow and genocidal destruction of the Amerindian populations of Latin and South America by the Spanish Conquistadores. Todorov's focus is the driving force of symbols and symbology, how they enter the consciousness of conqueror and conquered alike and thus animate and intensify economic and socio-political struggle. The analysis is brilliant (Todorov is one of the world's leading theorists of the symbol and the structural approach to language), terrifying and cautionary. In Todorov's account, the symbols by which a culture lives become the armature for action against and for misreading of the "other", the support for murder, exploitation or fatalistic acceptance of doom. Todorov's purpose is not to recount history but to remind us of "what can happen if we do not succeed in discovering the other." In a world in which physical distance is abolished and contact with diverse cultures immediate, there may be no alternative to such constant discovery.

by Michael Heller
American Language Institute
New York University

Empire! The Creative Writing Journal of New York State Inmates, I, i. 1984. Department of Correctional Services, Albany, New York 12226. 28 pp. Free paperback.

This collection of creative writing, poems, and short essays is a successful attempt to capture the loneliness and agony, the longing and regrets, and the anger of prisoners whose reaching out to fill the void they experience is shattering. The pieces are experiential and poignant. "Shin Lo," a detailed lyrical description of a French-Vietnamese beauty who was killed stepping accidentally on an American mine, points out the tragic futility of that and all war. Her lover, the poet and Vietnam veteran, laments the double waste. Their pride, mingled with nostalgia for their native land, comes through the bilinguals' writing. They are the ones who have been caught between the pulling and tearing that result from belonging to two cultures.

This initial and commendable effort is to be encouraged, and ESL teachers might want to share with their students the talent and sensitivity that are hidden behind prison bars.

Effie Papatzikou Cochran
Baruch College, CUNY

Two Years in the Melting Pot by Liu Zongren. 1984. China Books and Periodicals, 2929 24th Street, San Francisco, California 94110 and 125 Fifth Avenue, New York, New York 10011. 105 pp. $14.95 cloth, $8.95 paperback.

Easily readable by college ESL students, this unpretentious account of a Chinese newsman's two year stay in Chicago offers some provocative comments on our American way of life. For those Americans who envision third world visitors to our land as children going wild in the candy store of our material wealth, Liu has some surprising remarks about the discomfort this affluence may cause. Interweaving descriptions of American situations with reflections on comparative circumstances in China, Liu reveals interesting differences between the two cultures, materially of course, but psychologically as well. He is bemused by the numbers of his friends who are single; he is alienated by the isolative living of suburbia; he is attracted by the sincerely friendly people and the rich farmland of the Midwest and by the free blues music and bargain prices of the Maxwell Street open market. His candid opinions on his encounters with America, most of which will be familiar in some degree to our college ESL students, should generate thoughtful discussion in our classrooms.

by Joan Gregg
New York City Technical College, CUNY

Nicaragua: America's New Vietnam? by Karl Grossman. 1984. The Permanent Press, Noyac Road, Sag Harbor, NY 11963. 228 pp., $16.95.

Did you know that Tegucigalpa is the capitol of Honduras? If you didn't, you probably don't know about the U.S. Army's Readiness Command there or that the leadership of the Nicarguan *contras* operates out of South Florida. Investigative reporter Grossman tells us that Latin America "begins these days just south of Fort Lauderdale." In thoughtful, on-the-scene interviews with the editor of the largest Nicaraguan newspaper, Pedro Joaquin Chamoro, and with the U.S. Ambassador to Nicaragua, Anthony Quaintain, among others, and with solid historical and analytical chapters, Grossman provides an excellent introduction to an area and an issue that cannot be easily shielded from or dismissed by us on the basis of borders. Moreover, Grossman's attention to the development and use of idioms, including English idioms, to serve the purposes of one or another faction in the struggles, is an extra benefit of this volume.

by Michael Hersch
Hostos Community College, CUNY

ESL Techniques Benefit Hearing-Impaired Students

by Diane Currie Richardson
St. Paul, Minnesota

I have taught English to deaf and hard-of-hearing students for ten years. In the mid to late 1970s, I began hearing vague murmurings about how ESL might be workable with deaf students. So in 1978, after deciding I wasn't satisfied with my students' progress in English, I started investigating ESL methods.

By way of background, I teach in a vocational school and have students for three months, one hour a day. They are high school graduates and usually 18-20 years old. Most have been educated in special schools or classes for the hearing-impaired, but many were mainstreamed with hearing students. They commonly read at a second to fourth grade level—mostly because of limited or no exposure to spoken English.

I settled on the use of grammatical sequencing for my class. Despite drawbacks to such a method, it provided an opportunity for individualized self-paced instruction, which was necessary with the diversity of my students. Over a few years, I wrote 30 grammatically-sequenced lessons (with special features for hearing impaired students) with an abundance of repetitions and drills.

Each student writes only lessons deemed necessary through writing samples and sometimes pretests (the same tests used for the lessons). Students work at their own paces and check their own answers.

Well over 800 students have used lessons. The overwhelming reactions indicate that students enjoy them (supposedly because they are working at a level they are ready for—sometimes for the first time), and students understand/learn more than they did in high school (according to students' comments).

As much as possible, I separate English from signing, a controversial issue in education of deaf students. Most teachers combine signs with English word order. This is the same as speaking Chinese words in English word order, and it's often not understood. So, if I want to convey *English*, I write or speak it. I don't *sign* it. For explanations, I use whatever method of communication students understand best. This is usually American Sign Language (ASL). I do not use my voice or mouth English words when I sign ASL.

I also incorporate a modified form of Total Physical Response in class. I sometimes write out directions for students to perform or otherwise demonstrate. They may also show definitions, concepts, or sentences with "word boxes." These are plastic boxes filled with buttons, paper clips, erasers, rocks, and other small objects. Students assign identities to each object and move them around to explain an idea.

My students' understanding, retention, and progress have increased with these techniques. Through a survey I conducted last spring of 250 schools with deaf students, I found only four which use ESL techniques with American deaf students. This is, as yet, a greatly untapped area. After my experiences and positive reactions from other instructors of hearing-impaired students, I can't help but believe ESL with deaf students will continue to spread.

For more information, contact me at 2805 North Chisholm Avenue, North St. Paul, Minnesota 55109, U.S.A.

About the author: Diane Currie Richardson is a speaker and consultant on hearing impairments.

(Reprinted from *MINNETESOL Newsletter*, Vol. 9, No. 2, Winter 1985.)

CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

ILLINOIS TESOL/BE THIRTEENTH ANNUAL STATE CONVENTION

Illinois TESOL/BE will hold its thirteenth annual state convention at the Ramada Hotel in Peoria, Illinois on Friday, May 3 and Saturday, May 4, 1985. Illinois TESOL/BE extends an invitation to the convention to all persons interested in ESL, bilingual education, adult education, applied linguistics, culture, testing, and other related topics. For further information, contact: Richard Orem, Executive Secretary, Illinois TESOL/BE, Graduate Studies in Adult Continuing Education, 101 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115.

OKTESOL CONFERENCE CALL FOR PAPERS

The fourth annual OKTESOL conference will be held on the campus of Tulsa University on November 2, 1985. The theme for this year's conference will be **High Tech in ESL**, with emphasis on the use of video and computers in the classroom. The program committee invites the submission of abstracts for papers and demonstrations of either forty-five minutes or one hour. Please send three copies of the one-page abstract, titled but anonymous, to: Jimi Hadley, ELS Language Center, 1915 N. W. 24th, Oklahoma City, Oklahoma 73106. Include a 3" x 5" card with the title, your name, and address. Deadline for submission of abstracts is July 1, 1985.

DELAWARE SYMPOSIUM ON LANGUAGE STUDIES

The seventh annual Delaware Symposium on Language Studies will be held October 24-26, 1985, in Newark, Delaware. The theme of this year's symposium is **Issues in L2: Theory as Practice/Practice as Theory**. Abstracts are invited on the following topics: Discourse in the classroom; L2 methodology and universals; Applied psycholinguistics; Teaching L2 at advanced levels; Drama in the classroom; Teacher/learner interaction; Proficiency testing; L2 competence through literature; Research on L2 variation; and L2 performance vs. L2 competence.

Those interested in giving papers at the symposium are invited to submit abstracts or inquiries by April 20, 1985 to: James P. Lantolf, Dept. of Languages & Literature, University of Delaware, Newark, Delaware 19716.

LANGUAGE SYMPOSIUM AT MEDGAR EVERS COLLEGE

The sixth annual language symposium on the improvement of language skills in multicultural, pluralistic institutions of higher education will be held at Medgar Evers College on May 4, 1985. The theme of this year's conference is **Language and Learning: Cross-Cultural Perspectives.** For more information, write or call: Prof. Irene Aponte, Medgar Evers College, CUNY, 1150 Carroll Street, Brooklyn, NY 11225. Telephone: (718) 735-1959.

TESOL SCOTLAND'S THIRD CONFERENCE

TESOL Scotland will hold its third annual conference on October 26, 1985 in Glasgow, Scotland. The plenary speakers will be **Jean Handscombe**, president of TESOL and an expatriate Scot, and **Andrew Cohen**, Hebrew University of Jerusalem. There will be a wide range of papers by ESL/EFL teachers in Scotland and a large display of British publishers' materials. TESOL Scotland welcomes submissions from teachers in other countries—or just come and be with us. Write for further details to Liz Hamp-Lyons, IALS, University of Edinburgh, 21 Hill Place, Edinburgh EH8 9DP, Scotland.

COLLEGE LEARNING ASSISTANCE CENTERS CONFERENCE

The seventh national conference on College Learning Assistance Centers will be held at the Brooklyn Campus of Long Island University May 16-18, 1985. Conference topics will include a broad spectrum of learning center issues. Participants are expected from across the continental U.S. and Canada and Puerto Rico as well. For more information write to: Dr. Lester Wilson, Dean, Instructional Resources, Brooklyn Campus, Long Island University, University Plaza, Brooklyn, NY 11201, U.S.A.

Continued on page 24

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INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

Interpretive Conventions: Problems for the English Teacher

by Barbara Lopez
Inter-American University

Braj Kachru's article in the October 1984 issue prompted several responses, two of which are printed here.
L.H.-L.

In the article "World Englishes and the Teaching of English to Non-native Speakers: Contexts, Attitudes, and Concerns" appearing in *International Exchange* this past October, Braj Kachru discusses the "internationalization and universalization" of English from three distinct analytical points of view. The first is similar to that of Ferguson in his work on diglossia (Ferguson: 1959); here the question is "Who speaks English to whom in what situations and as an alternative to what other language(s)?" Next, in explaining his use of the plural "Englishes," Kachru suggests that we make the Firthian distinction between the wider "speech community" of "ideal speaker-listeners" who share "la langue" and the closer "speech fellowship," the actual language users that form the sample when we focus on "la parole." This distinction will help us explore the implications of teaching language *use*. Finally, Kachru points out that we must consider the "divergent situations and contexts. . . and various linguistic and ethnic attitudes" affecting the use of English, parameters basic to the ethnography of communication (see Saville-Troike: 1982). In this article, I would like to add a fourth perspective which assumes and goes beyond the three above; this is the perspective of communication network and network-specific interpretive conventions which has been developed by Gumperz (Gumperz: 1982). From this perspective, the old problem of "knowing what he's getting at" assumes new meaning and the responsibilities of teaching the use of English to a wide spectrum of potential users increase.

Interpretive conventions are an aspect of language use that has only recently come under systematic analysis, and which is as yet very imperfectly understood. It has by now become commonplace to say that communicative intent of an utterance is not unambiguously determined by the syntactic form and lexical content alone, but must be interpreted in the light of not only the discourse context but also extra-linguistic factors such as the physical setting, the socio-cultural background of participants, their relative status and role expectations, etc. What is not commonly recognized, and this is the main point here, is that "putting an utterance into context" does not disambiguate it. Within a given socio-cultural and situational context speakers still have many options, among which they select according not only to their own goals and attitude, but also to their estimation of the goals, attitude, and personality of the listener and their own speaking style. The same words can be used in different ways to highlight different aspects of shared socio-cultural knowledge and thereby, in Gumperz's terms, "retrieve" different experientially-constructed "interpretive frames." In other words, the speaker signals to the listener which aspects and associations of context and background knowledge he/she should use as guides in interpretation and response. On this basis, the listener both anticipates the line of argument and evaluates the attitude and expectations of the speaker.

Thus, even without altering lexical content or syntactic form, speakers choose "how they're going to put it." Gumperz cites prosody (intonation, loudness, stress, phrasing, speed, overall speech register), phonetic variables, and nonverbal signals as cues for determining interpretive frame and, within a given frame, distinguishing old information from new, contrasting, placing emphasis, etc. — for conveying both intent and rhetorical structure. Clearly, if the speaker is to get anywhere using such cues, the listener has to understand them. Furthermore, the listener has to either signal his acceptance of the interpretation the speaker has chosen or present an alternative. Speakers "negotiate" interaction.

The fact that people do in general understand meanings that are derivable neither from lexical content nor from socio-cultural context is evidence that interpretive conventions form an analytically distinct, learnable system, a conclusion which has been confirmed by research. There are, however, two important differences for the language teacher between the system of interpretive conventions and the phonological, lexical, or syntactic systems. The first is that interpretive conventions cannot be given meaning or form independent of use; people learn (more exactly, acquire) them in the course of interaction. The second is that interpretive conventions vary, at times dramatically, by "network," or group of people who interact on some regular basis, but who are not necessarily of the same class, ethnic group, or even language group.

The problem interpretive conventions pose for the English teacher is correspondingly twofold. First, assuming the teacher has a target set of interpretive conventions, there is the question of how they, and the interpretive frames they elicit, can be taught. But even assuming a solution to this problem, a more basic one remains. Whose conventions — conventions of which idealized network — should you teach? Language without such conventions would be impoverished, language use psychologically impossible. This is why, when conventions are not taught (which is the general case), students transfer conventions from their native language network. Gumperz analyzes examples of transfer of Northern Indian conventions into English, and most ESL teachers have formed a stereotype of Arab English, Japanese English, etc. Transfer of L1 conventions works between speakers of the same background. Unfortunately, since native speakers of, in Kachru's terms, the inner circle, do not understand conventions of other networks, but rather apply their own conventions, the result in interethnic situations (which are also generally inter-network situations) is miscommunication. But does this mean that everyone should learn inner-circle conventions?

One problem with this approach is that there are many inner-circle networks, each with its own set of interpretive conventions. Differences between these inner-circle sets of conventions can be large. Gumperz cites misunderstandings resulting from differences between Black English and White English, American English and British English, and, within American English of the same class and ethnic group, Californian English and New York English. Would it be possible to isolate a common denominator of inner-circle conventions, and if so, would it be sufficiently rich? Another major consideration is: will our students be using English with the inner circle? If not, if they are going to use English with people who have the same native-language interpretive conventions (for example, speakers of the various Northern Indian languages), or if they are going to use it primarily in bilingual code-switching situations, then perhaps their needs are best met by helping them to transfer their L1 conventions — to create their own English. Clearly, however, for teaching English to internationally-operating businessmen or scientists a different approach is required — perhaps developing sets of ESP interpretive conventions, or analyzing them if they already exist.

Continued on next page

MORE ON WORLD ENGLISHES

Dear Liz:

Braj Kachru's paper (and his book *The Other Tongue*) on the emergence of "world Englishes" provides a proper context and a proper catalyst for a long-overdue discussion. Teachers of English, whether in ESL/EFL or not, must begin to "de-Anglicize" (as Firth says) or "de-Americanize" their concept of acceptable English.

This is not to say they should teach in America a non-American variety of English. In other contexts, however, "inner circle" (in Kachru's terms) English teachers need to learn and teach whatever variety of English matches the communicative needs of their students in that context. This means we need to accept the clear possibility that in many contexts, students may not need to learn "inner circle" English. It also means that, in approaching "extended circle" and "expanding circle" contexts, we may find it necessary *to learn another English*.

Apropos to this same discussion, I wish we would expunge the term "non-native" when referring to world Englishes and their speakers. Clearly, for many users of institutionalized varieties, English is L1; to call them "non-native" speakers is erroneous. Nor should their variety of English be called "non-native" when it has been so worked into the fabric of the culture as to have become institutionalized—in some cases, the people of the culture have spoken English longer than the people of the American or Australian or Canadian cultures.

The big disadvantage of the term, as I see it, is that it perpetuates a terminological (and also attitudinal) antagonism among a group of language varieties—Indian, Kenyan, Caribbean, American, Canadian, R.P. — that should be treated with parity. They are *all* world Englishes, and they all have native speakers.

Michael Spooner
Champaign, Illinois U.S.A.

INT'L EXCHANGE

Continued from page 19

Whatever approach we as teachers choose, our treatment of interpretive conventions will be a major factor determining our students' capacity to communicate, all the more so since the role of interpretive conventions is not generally recognized, nor are the contrasts they establish readily verbalized. While most people recognize inability to interpret a word and can, if necessary, ask "Do you mean 'pin' as for sewing or 'pen' as for writing?", few people either consistently recognize interpretive problems or feel comfortable saying "Now, just how do you mean that?", and fewer people still are willing and able to give a satisfactory answer. Most of us have for a long time recognized this general problem and the negative stereotypes and frustration it generates; now, it's our responsibility as teachers of a world language to do something about it, even if this is only to make our students aware of the role that interpretive conventions play.

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[illegible] EXCHANGE

[illegible] for this page should be [illegible] Institute for [illegible] University of Edinburgh [illegible] Edinburgh, Scotland [illegible]

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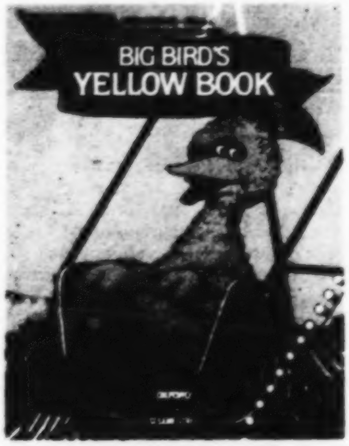

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LEARNER ASSESSMENT THROUGH SURVEYS

by Joyce Gilmour Zuck
Ann Arbor, Michigan

"What's Your Opinion?: Surveys and Second Language Learning," which appeared in the October 1984 TN, promised a follow up article on self-assessment of language learning through surveys. This appears below. The article is based on a presentation at the 1984 AILA Conference in Brussels by J. G. Zuck and L. V. Zuck, "Self-evaluation of Performance in a Second Language: the Route to Learner Independence." **—Editor**

"How am I doing?" is one of the saddest questions that can be put to a teacher. The question implies that the learner doesn't really know what is going on nor what is expected of him. In other words, the learner has failed, for any one of a number of reasons, to take responsibility for his own learning. The use of surveys is a means of facilitating this assumption of responsibility by the language learner and is therefore seen as an effective device for continuing self-assessment of communicative ability.

Assessment and Learning

In education two types of assessment exist and need to be distinguished. (Holec 1981:16-18). The most familiar type of assessment (for example, proficiency testing) is conducted according to external criteria for the purpose of certifying a learner's level of achievement. The other type is conducted by the learner according to his own needs and standards for the purpose of directing his own learning. This self-assessment is the on-going questioning process which addresses such questions as "How am I doing?" "Am I doing what I need to be doing?" "Is what I am achieving worth the effort and time?" Such questioning allows a learner to be self-critical and ultimately to make his own decisions about learning. O'Neill (1977) stated that "effective performance" was ". . . a subjective evaluation, made by the learner and the people he has to interact with, not by us."

Language Use

If the learner's motivation is to use the language eventually, then measurement of the progress or success of his learning can best be made in the context of real communication. Unfortunately, as Goody (1978:39) and others have pointed out, real communication is difficult with a person in a well-defined authority role. Therefore, assessment of adequacy of communicative use of language is best done outside the teacher-student context.

A Self-Assessment Model

An effective, flexible model for continuing learner assessment is a survey. (Technically, *poll* is more accurate but *survey* is so generally used that it is retained here without the implied comprehensiveness.) Further, the content and process of surveys contain material which appear to be inherently interesting to groups of learners thus enabling them to discuss strategies although they may have neither attainment levels nor goals in common.

Communicative Performance

"Communicative urgency" to perform appears to be maximized by four conditions. First, the learner has to care about the communication, i.e., s/he has to be interested in the information s/he is seeking. Second, the learner has to have enough confidence in his ability to understand that s/he pays attention. (This confidence is built up through previous knowledge of the topic and previous experience in similar communicative situations.) Third, the learner is most willing to communicate in situations where s/he will get immediate results. Face-to-face communication maximizes this condition. Fourth, a learner must know and be able to use the yardstick which indicates whether s/he has succeeded or not. A learner judges whether s/he has understood well enough based on what s/he needs to know and what s/he is prepared to know. Taken together, these four conditions produce a context in which learners are most likely to accept responsibility for the communication.

Preparation for the Performance

Once the context for the responsible use of language has been established, two types of preparation are useful. The first type of preparation is essentially personal and is carried out on an individual basis although the results may be discussed in the group. Learners are encouraged to keep personal reading notes (*not* summaries) on the topic of the survey. (The variations in student notetaking are discussed in Zuck, Jensen and Hogg 1984.) Simultaneously, the members of the group develop their sensitivity and refine their questions by trying them out on the members of the group. In this second type of preparation, learners help each other to develop sensitivity to potential communication problems, to devise strategies for dealing with these problems, and in the process to invent metalanguage to describe these growing sensitivities. The group preparation changes to group support while the survey is underway. By sharing their experiences, the learners become both more willing and more able to evaluate the reasons for unsuccessful communication. An "I don't know" on the part of the person being interviewed could mean variously, "I don't understand your question." "I genuinely don't know the answer." "I am too busy." etc. Usually fellow students are able to use available clues to attribute the problem to a probable cause of complexity, poor pronunciation, poor timing, lack of knowledge, etc.

Knowledge of Results

The pressure to understand (and to remember) responses is lessened by attempting to categorize the range of expected possible answers in advance. Initially, learners judge their success or failure by whether they can interpret the response enough to place it in an appropriate category. As the pressure to remember details is limited and the progress continues, learners increasingly experiment with followup questions that indicate that not only do they understand but also that they are able to use what they understand.

Adequacy of the Communication

Although the motivation for much real world communication appears to be quite binary, language learning practice is seldom set up this way. Holec (1980) notes that learner judgments about their performance tend to be global; they make subjective decisions "good enough" vs. "not good enough" and exhibit little interest in the finer gradations used by teachers and test writers. However, the standards used by the learners vary not only over time but also according to context, situation, and person spoken to. For instance, if we don't especially enjoy talking to someone, we judge a communication as adequate when only minimal information is exchanged. Similarly, minimal information is satisfactory when either of the participants is in a hurry. In order to judge the ability to use language fairly, the learner needs to participate in a series of potentially similar performances. By definition, a survey fills this requirement.

Face-to-Face

Communication between two people is complicated not only by the relatively untrained judgments of the learner but also by the untrained judgments of the other person who has his own expectations, levels of patience, and other biases. Studies at CITO (reported by Kreeft and Sanders 1983) have shown that untrained raters differ on a single paper and a single rater differs on subsequent readings of a single paper. Obviously, the ratings of oral performance are much more complex to judge. One way to seek a balance between extreme ratings is the use of multiple judges. In the case of the survey, communication is attempted with several people who have similar roles and who are expected to have similar facts. (We arbitrarily chose ten interactions to simplify statistics, but the ideal number merely requires the language learner to go beyond his immediate circle of friends. For some learners, surveying four people represents a significant achievement and provides enough repetition to show the learner that he is making progress.)

Role of the Teacher

Our experience with adult language learners whose motivation is to use the language is that the teacher is most useful solely as a resource on communication. In this role the teacher is asked to confirm or not confirm the hypotheses that the students devise out of their observations and discussions. Other types of intervention by the teacher, although useful for other purposes, do not appear to contribute to learner self-assessment strategies.

Both learners and instructors have to unlearn old habits and to develop new styles of interacting. A teacher's intrusion, however gentle and well-meaning, diverts group discussion away from learner interests and needs. In one attempt to provoke discussion and to give learners a sense of structure, we developed statements for learners to react to. These statements were, in fact, based on the free discussions of previous groups. One example: "I can recognize when a person doesn't like my question. I know some strategies to make a question more acceptable." (Note: these statements are not unlike those presented in Oskarsson 1980 appendices.) We found that using teacher-provided statements resulted in a rather disjointed and useless discussion. On the other hand, student-controlled discussion leads to the same topics although the order varies.

Continued on next page

SURVEYS

Continued from page 21

The most effective technique was merely to suggest that the participants in the group discussion use the last few minutes of each meeting to write down in their notebooks (for themselves only—not the teacher) one interesting idea that they wanted to retain from the discussion. This reflective time proved very valuable in the cumulative discovery process of individual learners.

Extensions

Although surveys were originally limited to spoken interaction on a topic of current interest, the learners themselves have made interesting extensions based on their language learning purposes. Some students have conducted surveys by mail or by telephone. Learners have made use of the results of their surveys to establish dorm rules, to write (and send) memos to their companies and sponsors, and most importantly to design and embark on more sophisticated language use.

Summary

What have these surveys had in common? All have centered around carefully devised and constantly refined requests for information. The learners have taken seriously the need to prepare themselves and their group members for the communication in both form and content. The learners have planned a series of communicative interactions in which they have sought the information from a number of resources. They have discussed their experiences in groups and developed strategies for dealing with communication breakdowns as they saw the need.

Surveys are not easy for those who lack confidence in their language ability. The group provides encouragement and feedback in a non-threatening environment. Group members have been known to accompany a timid student to help him get started. Surveys accommodate growing abilities, greater sensitivities, and changing needs. Surveys allow the language learner to set his own limits and to evaluate his own adequacy on a sliding scale which he can modify to suit his interpretation of the communication situation.

The most positive aspect of a survey as self-assessment of language learning is that once learners begin to communicate successfully within the limits they set for themselves, they set new limits and embark on self-training by trial and error as they begin to direct their own learning.

About the author: Joyce Zuck has done curriculum development and teacher training in the United States, Japan, Holland and Poland. She is an expert in the uses of media in the classroom.

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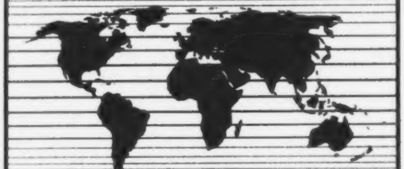

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ON LINE

Edited by Richard Schreck
Heidelberg College

Current ESL Software: Branching and Error Correction

by Gerard M. Dalgish
Baruch College, CUNY

In this second part of Gerard Dalgish's review of software, he addresses the ways current programs deal with branching and error correction. This article is taken with permission from ***Microcomputers and Teaching ESL,*** *Research Monograph Series Report No. 7 of the Instructional Resource Center, Office of Academic Affairs, The City University of New York, 535 East 80th Street, NY 10021 and is reprinted here with permission. Responses are welcome.* ***R.S.***

A major criticism of available ESL software is the lock-step fashion of the lessons. There are at least two subdivisions of this kind of shortcoming: inability to move forward or backward within a lesson, and inability to skip ahead to another lesson. The PLATO *ESL* series (University of Illinois and University of Delaware) is probably most notorious for this. In PLATO one must answer every question and exercise before one can be "released" to go on. In other ESL packages (Regents/ALA, Dormac and Bypacs, for example) one cannot go back to an earlier part of the lesson without removing the diskette, booting up from scratch, and answering all of the questions again. The same is true for Intellectual Software's *Comprehensive Grammar Review*, in which students get the same questions whenever they begin and where it is impossible to do anything but start again—no jumping or skipping ahead or back is possible. Some courseware (Regents/ALA, for example) provides a review of incorrect answers by showing the wrong answer, or one like it, to the student at the end of the lesson. This is highly desirable, and lacking in most other software, but one still cannot go back to find the principle or rule behind the wrong answer without booting up again. As in PLATO, one cannot go on until one gets the right answers again, but there is no awareness (on the part of the computer or the student) that errors form any sort of pattern. One error after another is flashed on the screen, taken in numerical order from student mistakes. Since, as in nearly all materials, there is no distinction between a mere typo and a completely wrong answer, students are forced to slog through a number of correctional exercises, some of which they may not really need, sometimes without a hint as to the reason behind their real or spurious mistakes.

The reason for lock-step progress through lessons, lock-step input and lock-stepped computer responses has to do with branching (really, the lack of branching). The term branching is used to describe the ability of programs to respond in different ways depending on student input (it sometimes refers to skipping ahead in a lesson, but this, too, depends on student input). Much software, and much ESL software, has very limited branching. Typos, misspellings, nonsense words, and gibberish may all be lumped together and considered by the computer as wrong answers alongside genuine errors. These "errors" may be grouped together with abbreviations, contractions, or rephrasings that are essentially appropriate or correct student inputs. This is because a blanket computer response is often programmed in for every input that does not match a single answer. Peggy Eberbach (personal communication) relates an instance in PLATO (Delaware) on article lessons where she typed "shes" (no apostrophe) and was reminded that "the article goes before the noun." Typing in "aren't" instead of "are" in PLATO (Delaware), *Exercise One, Be Going*, results in being told that that is the wrong form of the verb "be." There is no "intelligent" computer response to trivial student typos in Intellectual Software's lessons, either. For instance, some questions require students to identify two improper words in a sentence by typing them in, separated by a comma. If the student forgets to do one of the words, the answer is completely wrong, and an "explanation" that includes his correct answer is provided. Of course, omitting the comma results in a wrong answer, which is confusing because in other lessons the right answer might be two numbers that must NOT be separated by commas.

But even when a genuine error occurs in the student input on some multiple-choice-type exercises, computer messages are still uninformative as to the reason for the error. Guilty software here includes DORMAC, Teacher's Friend, and Hartley, although DORMAC will sometimes give the entire—not individualized—explanation back. The student may be given a few chances to get it right (Intellectual Software's tests do not give the student even a second chance) and may sometimes be told the correct answer, but there is no or very little connection to the cause or the rule behind the correct answer. Obviously, by forcing one and only one possible correct answer, the lesson is stifling creativity in language use. Variation and creativity, which adequate branching would facilitate, are the very skills that ESL students need to develop and be encouraged to use, since so often their writing is restricted either syntactically or lexically.

In fairness, it is an extremely difficult task to program the computer to anticipate all possible near misses or all possible answers. Herb Stahlke of Ball State University has worked on a program that can judge open-endedly near-miss spelling errors, but even this ingenious program has some problems and might be difficult to incorporate into individual lessons, given hardware and software limitations (in its original form, Stahlke's program was self-standing). Thus, we may be stuck with inappropriate computer responses for some time.

Student control of the computer/lesson is an important concept in good CAI, but sometimes the ESL lessons "take over." The Regents/ALA *Grammar Mastery* introductory diskette added paragraphs and "turned pages" in some cases without specific instructions to do so (they were automatically timed), although in most of the later sections, notably the very informative lessons on Expressions of Quantity, the program returned full control to the student. In some circumstances in some lessons, the University of Illinois PLATO system enforces time rules and bumps the student off the computer. Good programs will be sprinkled with simple commands like "Press any key to go on" or "Press spacebar to continue" so that it is the student, not the computer or the lesson, that sets the pace.

Students should be made to feel that they control the computer, not the other way around. If a student inputs an error of a trivial nature—that is, a mere typo or a word not related to the target structure—and/or the computer gives an inappropriate response, these will almost certainly promote a feeling of powerlessness over the computer which can easily be transferred to the ESL material itself. In addition, students often miss a chance to manipulate or control the computer in ways that go beyond the typing in of correct responses. While I am not advocating arcade game lessons, there should be room for some student control over some graphics-type lessons. This seems not to be the case in most ESL software.

About the author: Gerard M. Dalgish is ESL supervisor of the Department of English, Baruch College, New York City, N.Y. He is also interested in computers and lexicography.

On Line **presents articles by language teachers and linguists working with computers and attempts to focus on issues raised by its readers. Column articles, responses to articles, and requests for articles on specific topics are welcomed and should be sent to: Richard Schreck, Heidelberg English Language Institute, Heidelberg College, Tiffin, Ohio 44883.**

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For more information about these publications, write or call: C/VEG Publications, Santa Clara County Office of Education, 100 Skyport Drive, M/C 236, San Jose, California 95115, U.S.A. Phone: (408) 947-6756.

ANNOUNCEMENTS

Continued from page 18

MIDWEST TESOL CONFERENCE

Wisconsin TESOL will host the 5th Annual Conference of Midwest TESOL on October 17-19, 1985. The conference will explore computer-assisted instruction, methodology, research areas related to the discipline and practical ideas for the classroom. The program committee welcomes proposals from TESOL and its affiliate members involved in all aspects and levels of ESL instruction, administration, and research. For proposal forms and additional information contact: Rita Rutkowski, College of Letters and Science, Department of Linguistics, ESL Program, Box 413, Milwaukee, Wisconsin 53201, U.S.A.

MID-ATLANTIC REGIONAL CONFERENCE

Plans for a Mid-Atlantic Regional Conference in the spring of 1986 are being made by representatives of LOS BESOL, WATESOL, BATESOL, and Penn TESOL East. Susan Bayley, TESOL's field services coordinator, has also participated in the steering committee's meetings. Tentative plans indicate that the conference will be held in April, 1986 in Wilmington, Delaware. Watch for additional conference news in the future.

RESEARCH ON LEARNER STRATEGIES COLLOQUIUM FOR TESOL '86

Abstracts or outlines of contributions to the proposed colloquium on research on learner strategies being organized for TESOL '86 are solicited in the following areas: 1) theoretical and methodological issues; 2) research projects in the area of learner strategies and related cognitive processes; and 3) learner training projects. Send three copies of your abstract to: Anita Wenden, 97-37 63rd Road, apt. 15-E, Forest Hills North, NY 11374, U.S.A. Deadline: July 1, 1985.

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THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

TESOL's Standards

The following draft of TESOL's standards represents the culmination of several years work by the Committee on Professional Standards. These standards are meant to serve as part of an ongoing process of self-study to be conducted by the staff of an ESOL program with the support and assistance of the TESOL organization. Guidelines for self-study are being prepared.

Programs which endorse these standards are invited to send a letter to the TESOL central office stating the endorsement. The next step in the process is to conduct a self-evaluation. The results of this self-evaluation including documentation can then be filed with the TESOL central office. Having a letter on file which endorses the standards is prerequisite to filing the report of the program self-evaluation. Programs which file endorsements and documented reports of self-evaluations will be recognized; the greatest effectiveness of the self-study approach, however, comes from the dynamic interaction of the review process as it evolves among teachers, staff and administration.

At its mid-year meeting in October, 1984, the Executive Board of TESOL reaffirmed its commitment to these standards and the program for self-evaluation and recommended publication of the standards. TESOL encourages program staffs to initiate self-regulation through self-study.

C.J.K.

STATEMENT OF CORE STANDARDS FOR LANGUAGE AND PROFESSIONAL PREPARATION PROGRAMS

This past half century has seen a rapid and significant rise in the use of English throughout the world. The number of programs providing English language training for speakers of other languages and the number of programs offering degrees and training in the teaching of English to speakers of other languages have increased accordingly.

Teaching English to speakers of other languages is an academic field requiring special programs for its students and special professional education and preparation for its practitioners. Although the name of the organization is Teachers of English to Speakers of Other Languages, its members include researchers and administrators, materials developers and testing specialists, classroom teachers and linguists, as well as specialists in the area of teaching standard English as a second dialect. As the largest professional association dedicated to teaching English to speakers of other languages, TESOL proposes the following set of standards for quality programs to improve ESOL instruction and preparation of professionals in the field.

I. LANGUAGE TEACHING PROGRAMS

Programs for teaching English to Speakers of Other Languages (ESOL programs) with many students or with only a few adhere to basic principles and goals. Presented here are statements of standards that the TESOL organization believes to be inherent in quality programs.

A. Statement of Purpose and Goals

A quality program of teaching English to speakers of other languages is based upon a set of principles which recognize that all associated with the program—instructional and support staffs, administrators and students—have a wide range of needs and the basic right to pursue the fulfillment of those needs; that language is an essential tool for communication and the fulfillment of academic and personal needs; that there are differences between first and second language learning; and that all languages and cultures are worthy of respect and appreciation.

A quality program establishes goals which are based on these principles and which guide the program in the development, implementation and evaluation of appropriate performance objectives and operational procedures. These goals are readily available in a written statement which describes the purpose, scope and nature of the program.

B. Program Structure

1. Administration

A quality program of English to speakers of other languages is under the direction of a professionally-educated administration which is knowledgeable and supportive of the program goals and objectives. The administration implements the principles of mutual responsibility and participatory management in personnel practices, utilization of resources, supervision of program staff and evaluation of program activities. Throughout the decision-making process, input from the instructional staff, support staff and students is sought and utilized in an atmosphere of trust and respect.

2. Instructional Staff

A quality program employs instructional staff who have professional preparation and experience for the duties assigned them. Permanent, full-time positions are created and maintained to the fullest extent possible with the role of each member of the instructional staff clearly defined in terms of the total program and the larger institution. Scholarly and professional development, such as research and publication and/or participation in workshops, study groups, professional organizations and coursework is encouraged and supported by the institution and program administration. Opportunities for advancement, essential to the best performance of the instructional staff, are provided. All instructional staff members are treated equitably and compensated comparably within the program and within the larger institution.

3. Support Services

A quality program recognizes that students with limited English proficiency need special attention and provides adequate support services to both students and instructional staff. Examples of support services for students include counseling, classroom space and extra-curricular activities; for instructional staff, quality materials, office space and secretarial support.

C. Program Curriculum

A quality program of teaching English to speakers of other languages implements a curriculum that indicates expected learner outcomes in the various instructional components. Methods and materials, selected and/or developed for the particular age, skill level and needs of the students, are compatible with the goals of the program. Instructional decisions, such as format and intensity of the program, class size, program and course objectives, learning activities and performance standards are made to serve the needs and interests of the student, the institution and society at large. The administrative and instructional staff share in the responsibility for this decision-making with systematic input from the students served by the program.

D. Program Implementation

A quality program of English to speakers of other languages is implemented in a systematic manner following the progression of assessment, instruction, evaluation, review and revision. Upon entry into the program, students are fairly and appropriately assessed with these results dictating the instructional placement, approach and materials for each student. Accurate records are kept on each student and the instructional program is coordinated with other services which the student may be receiving. Progress is measured at regular intervals to determine growth or changes in student performance.

A quality program provides the public with clear and honest

Continued on page 27

FROM THE CENTRAL OFFICE: DUES, AWARDS, PUBLICATIONS

At this late February writing the staff is busy with annual mail inundation: ballots, membership renewals, convention preregistrations, affiliate reports, and scholarship/award applications.

The new schedule of dues took effect on February 1, according to the letter sent to all members in November 1984. As your membership expiration date approaches, you will receive a renewal notice imprinted with the new rate schedule ($40 regular, $20 student, $60 joint, $75 institution/library, and $200 commercial, $20 paraprofessional, retired, unemployed or volunteer). You will note that overall it is an entirely new form, one that lists all 14 interest sections.

The renewal notice also includes slots whereby members who wish to do so may contribute to the three awards funds which TESOL has now established: the Albert H. Marckwardt Memorial Fund to assist U.S. and Canadian graduate students with travel expenses to the annual conventions; the Ruth Crymes Memorial Fund to award one or two fully paid fellowships to the TESOL Summer Institute; and the new General Awards Fund, with specific awards to be established at a later date.

In addition, TESOL administers three other awards: the USIA/IIE awards to help non-U.S. students studying in the U.S. with travel expenses to the conventions; the TESOL Research IS/Newbury House Distinguished Research Award to recognize unpublished research in the field, and the TESOL/Regents Publishing Company Fellowship to provide for further academic education in the TESOL field. While the USIA/IIE grant has been administered by TESOL for several years, the two latter awards are new this year.

The Central Office staff is planning to expand the number of publications from other sources which it offers for sale to its members. As just one example among others, for the past several years TESOL has purchased bulk quantities of *Adapting and Writing Language Lessons* by Earl Stevick from the Government Printing Office in order to make them easily available to members. To obtain feedback from members regarding what other publications or types of publications they would like to see TESOL offer, the staff has now prepared a one-page questionnaire to be enclosed with renewal notices in the coming months. Input received in answer to this questionnaire will help us improve our publications service.

TASK-BASED LEARNING WORKSHOP AT THE UNIVERSITY OF MICHIGAN

The English Language Institute at the University of Michigan will hold a summer workshop on task-based learning, July 7-July 19, 1985. The workshop is designed for experienced teachers of international students of general and specific purpose English. The workshop will offer opportunities for both discussion and design of task-based materials. For further information contact: John Swales, Acting Director, English Language Institute, University of Michigan, Ann Arbor, Michigan 48109, U.S.A. Telephone: (313) 764-2413.

Help from RISE:

Finding a Teaching Job Outside the U.S.

The Register for International Service in Education (RISE) is a computer-based referral service administered by the Institute of International Education (IIE). It enables primary and secondary schools, universities, technical institutes, research centers, and government education ministries and agencies outside the United States to locate qualified educators, specialists, researchers, and consultants for education-related assignments. These assignments may range in duration from a few weeks to several years.

RISE's purpose is to match needs of educational and research institutions, agencies, and development projects in other countries with the qualifications of U.S. trained teachers, consultants, and specialists available for education-related assignments outside the U.S.

Since RISE is designed to draw on the U.S. education system for its registrants, most of them are U.S. nationals. However, increasing numbers of those who earn U.S. graduate degrees in key development fields are from other countries. U.S. citizenship is not a requirement for registering with RISE.

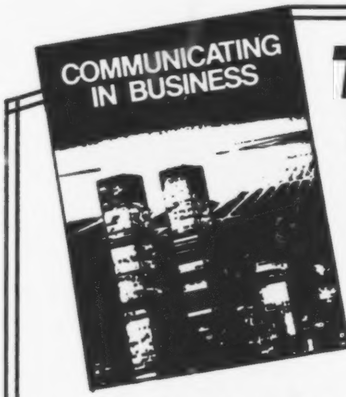
RISE is open to registrants in all fields. It works primarily to aid developing countries locate educators and specialists in needed fields including the teaching of ESL/EFL and teacher education.

For those individuals registering with the service, RISE will provide, over a one-year period, data on all overseas educational employment opportunities listed with the Register that correspond to the registrant's qualifications and preferences. It is the individual registrant's responsibility to investigate conditions of the assignments as they relate to his or her own personal situation (in regard to dependents, for example) and specific professional interests. RISE currently lists more than 1,500 assignments in 65 countries. Individuals seeking assignments may register with IIE for a fee of $45 for one year. They may update their bio-data at any time without additional charge.

For more information, contact: RISE, Institute of International Education, 809 United Nations Plaza, New York, NY 10017, U.S.A. or call Sandra Cervera at (212) 883-8241. Telex: ITT-422207; Cable: INTERED

AVAILABLE FROM INTESOL

New Directions for TESOL: Proceedings of the Second Midwest TESOL Conference is available from INTESOL. The contents include articles by Paul Angelis, Elliot Judd, Liz Hamp-Lyons, Laura Latulippe, Richard Orem, Adelaide Heyde Parsons and many others. The cost is $7.50 payable to INTESOL. For more information—or to place an order—write to: Marlin Howard, Dept. of Linguistics, Indiana University, Bloomington, Indiana 47405, U.S.A.



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STANDARD BEARER

Continued from page 25

information regarding its purposes, nature and goals as well as information about the community in which the program is located. The cultural, personal, and/or career needs of students, as well as the preferences of sponsors, parents, or guardians, are recognized and respected.

E. Program Assessment

A quality program of teaching English to speakers of other languages periodically reviews its objectives, resources and operation in order to determine the program's strengths and weaknesses. Curriculum content, materials and methodologies are scrutinized in relation to student achievement and goals. Availability, cost and quality of human and material resources are considered in program review. Periodic student assessment throughout the program operation and in follow-up studies assures awareness of changing needs and facilitates adjustment of various program decisions such as student placement and scheduling, staff assignments, instructional strategies and extra-curricular considerations.

A quality program evaluates its effectiveness on a continual basis as determined by the program staff, administration and students, as well as when required by outside agencies or the larger institution in which the program operates.

II. PROFESSIONAL PREPARATION PROGRAMS

Although the organizational structure of professional preparation programs may differ in various institutions, the principles and goals adhered to throughout the varied professional preparation programs remain the same. Presented here are statements of standards the TESOL organization believes to be inherent in quality programs of professional preparation.

A. Statement of Purpose and Goals

A quality program of professional preparation for teaching English to speakers of other languages is based on the same principles as the English language teaching programs. Additionally, since such a professional preparation program is usually offered in an institution of higher education, its goals and purposes must be consistent with those of the institution under which it functions.

A quality program establishes goals which are based on these principles and which guide the program in the development, implementation, and evaluation of performance objectives (competencies) and operational procedures. Since the professional preparation program prepares teachers for many kinds and levels of programs, it may have a number of orientations reflected in its goals. These goals are readily available in a written statement which describes the purpose, scope and nature of the program.

B. Program Structure

1. Administration

A quality program of ESOL professional preparation is a designated unit of an institution of higher education. This unit is under the direction of faculty members, knowledgeable and supportive of the program goals and objectives, who have the major responsibility for organizing and coordinating the activities of the program. The faculty, support staff and students are systematically involved in the decision-making process regarding personnel practices, utilization of resources, supervision of program staff and evaluation of program activities.

2. Instructional Staff

A quality ESOL professional preparation program employs faculty who have scholarly preparation and professional experience for the duties assigned them. Permanent, full-time positions are created and maintained to the fullest extent possible with the role of each faculty member clearly defined in terms of the total program. All faculty are treated equitably and compensated comparably within the program and within the larger institution. The administration of the institution of higher education encourages the faculty to engage in scholarly activities, exploration of teaching and service, thereby enriching the program and the field.

3. Support Staff

A quality ESOL professional preparation program provides a trained support staff which includes secretaries, advisors, librarians and, perhaps, technologists.

C. Program Curriculum

It is recognized that there is a great deal of variation in the goals and objectives of professional preparation programs in teaching English to speakers of other languages. However, regardless of the variation, each program should have courses which present basic theory and practice covering the second language and teaching paradigm, such as those guidelines TESOL and other professional organizations have established.[1]

D. Program Implementation

A quality ESOL professional preparation program ensures that quality instruction is available to all students on all levels; that its courses are appropriate and relevant to the needs of its students, and that its requirements for graduation are clearly written and available to students when they enter the program. Instructional staff and administration attend to record keeping, orientation and assessment of needs throughout the time the student is in the program and in follow-up studies.

E. Program Assessment

A quality program of professional preparation for teachers of English to speakers of other languages systematically and periodically reviews its goals, objectives, resources and operations to determine its strengths and weaknesses. The needs of its students, trends in the field, and the course offerings and their content are scrutinized in relation to student achievement and goals. Periodic assessment and/or counseling throughout the program operation and in follow-up studies assures awareness of changing needs and facilitates adjustment of various program decisions.

In a quality program, evaluation of effectiveness is undertaken as determined by the program staff, administration and students, as well as when required by outside agencies or the larger institution in which the program operates.

FOOTNOTE

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[1] Refer to the TESOL publication *Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States.*

Copies of these standards along with descriptions of ESOL programs are available from TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

Committee on Professional Standards

Members who have worked on TESOL's Committee on Professional Standards include the following:

Paul Angelis
Joan Biagini
John Boyd
Mary Ann Boyd
Jeffrey Bright
Gina Cantoni-Harvey
Susan Carkin
Frances Clark
Janet Constantinides
Cathy Day
Richard Day
Peggy Doherty
Phillip Edmondson
Donald Enoki
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Adelaide H. Parsons
Betty Prados
Jean Ramirez
Rebecca T. Richards
Marsha Santelli
Milton Saltzer
Gwendolyn Schwabe
Peter Strevens
Linda Tobash
Shirley Wright

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor, The Standard Bearer, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057

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For more information write: Professor Deborah Tannen, 1985 Institute, Department of Linguistics, Georgetown University, Washington, D.C. 20057 USA

AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison
Snow College

TESOL IN TEXAS

During the week of October 28-November 3, 1984, designated as **English as a Second Language Week**, TEXTESOLers, five-hundred strong, met in San Antonio for the sixth annual convention of TEXTESOL. They came from all over: Houston, El Paso, Dallas, Wink, Pleasanton, New Braunfels, Denton, as well as from several other regions of the State, to participate in the annual TEXTESOL State Convention. The theme, **ESL: Coming of Age in Texas**, signified that ESL had come full circle since the first TEXTESOL Convention in San Antonio in 1979. The participants converged upon the historic Gunter Hotel, site of the second TESOL Convention in 1968, to hear presentations on computers, dialogue journals, the use of photography, music, and literature in English language teaching—more than sixty presentations in all.

Festivities began with an address by Roddy Stinson, Texas Columnist of the Year, whose presentation, The Failure to Communicate, preceded the wine and cheese reception sponsored by Addison-Wesley Publishers. Keynote speaker Lin Lougheed, president of Instructional Design International and currently member of the executive board of TESOL, led off with **Listening: Making Cultural Assumptions.** At the mid-day luncheon, **James E. Alatis** addressed participants on a variety of issues, including past TESOL accomplishments and future directions. One highpoint of the luncheon was the honor conferred on Dr. Alatis by the mayor of San Antonio, **Henry Cisneros,** who awarded Dr. Alatis the title of "Alcalde," mayor designate of San Antonio, La Cuidad de la Villita. Dr. Alatis has promised that he will serve faithfully in this office and "will perform the duties of mayor if and when he is present within the city limits, and at other times agrees to tell the story of La Villita, its beauties, attractions, and culture." Dr. Alatis in accepting the title of "Alcalde," pointed out that TESOL will convene in San Antonio in 1989 and at that time he will assume the role of "Alcalde."

Last, but certainly not least, five members of TEXTESOL Affiliates were honored as "Members of the Year" for their work in TESOL. From the El Paso region (I) **Joan Ponsford;** from the San Antonio region (II), **Darris Bingham;** from the Austin region (III), **Charlene Perez;** from the Houston region (IV), **Jane Hughey;** and from the Dallas region (V), **Diana B. Boncher Belvin.**

At the annual state convention of TEXTESOL (left to right), Curt Hayes, past president, TEXTESOL II; James Alatis, executive director, TESOL, and "Alcalde" of San Antonio; Carolyn Kessler, president, TEXTESOL II; and Darris Bingham, vice president, TEXTESOL II.

UPCOMING TESOL AFFILIATE MEETINGS

April 19-20	Kansas TESOL, Wichita, Kansas
April 19-20	MIDTESOL Spring Conference, Columbia, Missouri
April 20	TEXTESOL V Spring Workshop, Bedford, Texas
April 20	MEXTESOL Mini-Convention, Torreon, Mexico
April 19-21	CATESOL State Conference, San Diego, California
April 27	WAESOL Spring Mini-Conference, Ellensburg, Washington
May 3-4	Illinois TESOL/BE, Peoria, Illinois
May 4	MinneTESOL, St. Paul, Minnesota
May 10-11	CONN TESOL, Meriden, Connecticut
May 17-18	Gulf Area TESOL, Sarasota, Florida
May 24-26	Venezuela TESOL Annual Convention, Caradelleda, Venezuela
May 25	MEXTESOL Mini-Convention, Morelos, Mexico
June 12-15	SPEAQ Convention, Montreal, Canada
July 14-18	ISRATESOL and ETAI, Jerusalem, Israel
September 14-15	JALT, Tokyo, Japan
October 4-5	WATESOL Convention, College Park, Maryland
October 11-12	TEXTESOL V Conference, Arlington, Texas
October 17-19	5th Midwest Regional TESOL Conference, Milwaukee, Wisconsin
October 18-20	NYS TESOL, Syracuse, New York
October 26	TESOL Scotland Annual Conference, Glasgow, Scotland
October 26	Carolina TESOL Conference, Greensboro, North Carolina
November 22-23	Puerto Rico TESOL, Convention Center, San Juan, Puerto Rico

If you wish more information on any of the meetings, please write to: Sue Bayley, Field Services Coordinator, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.

NEW EDITOR FOR JALT'S *THE LANGUAGE TEACHER*

The Language Teacher, formerly the Japan Association of Language Teachers' monthly newsletter, has grown to a 50+ page monthly news magazine, with a circulation of more than 3000. In addition, it is sold in the English language section of bookstores throughout Japan. Editor since January 1983, **Virginia LoCastro** has become the Publications Committee chairperson. The new editor of *TLT* is **Deborah Foreman-Takano** of Hiroshima. Her address is:
4-13-1 Ushita Higashi, Higashi-ku, Hiroshima 730, Japan.

CHAPTERS INCORPORATED INTO CATESOL

At its November meeting, the executive committee of CATESOL voted to incorporate the chapter concept into the organization's structure, after a successful one-year pilot period involving three provisional chapters: Sacramento, Nevada and Orange County. The move to organize local chapters was initiated by a group of Sacramento CATESOL members in fall 1982.

The procedure for forming a chapter is triggered when a minimum of three CATESOL members from the same geographical region indicate an interest in starting a chapter by submitting a request to the CATESOL liaison officer. The liaison officer verifies the membership status of those making the request and determines that the proposed chapter does not overlap with other existing chapters. Once these criteria have been met, $100 will be issued for start-up expenses.

The group must next draft a petition to establish a chapter, defining its boundaries, identifying who will serve as president and treasurer, and signed by at least 20 CATESOL members representing four levels: elementary, secondary, adult and college/university.

The Orange County Chapter organized a mini-conference at Chapman College on October 13, 1984. It was attended by 50 to 60 teachers. Mary McGroarty, assistant professor at UCLA, spoke on the testing and placement of ESL students. Other affiliates interested in the "chapter concept" could contact CATESOL Liaison Officer, Lydia Stack, 437 Bartlett St., San Francisco, California 94110, U.S.A. who has more information on the formation of chapters in CATESOL.

(Reprinted in part from *CATESOL News*, Vol. 16, No. 4.)

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

LETTERS

PRAISE FOR TESOL'S 1985-86 INTERNATIONAL SLATE

January 12, 1985

To the Editor:

It has never been easy to choose among the candidates in a TESOL election. In the past, however, it was easier for members not resident in the U.S. because there were seldom any non-U.S. candidates to vote for. Unfortunately, this also resulted in the fact that many of TESOL's international members (or more to the point, many of TESOL International's members) had reason to feel disenfranchised (not just taxation without representation but added cost for less service).

I must therefore say how pleased and gratified I was at the new burden on international voters this year: without any impairment in the high quality of candidates or the excellent record of their past service to TESOL, the Nominating Committee, the Affiliate Council, and the Section Council were able among them to nominate a slate nearly half of whom live or work outside the U.S.

By the time this letter is published, the membership will have made its difficult choices, but however the balloting comes, I would like to say how pleased I was to see this formal expression of TESOL's maturity as the international organization for teachers of the English language.

Bernard Spolsky
Department of English
Bar-Ilan University
Ramat-Gan, Israel

ON AVOIDING LEXICAL CHOICES THAT CONTRIBUTE TO SEX BIAS

January 16, 1985

To the Editor

TESOL's guidelines on gender usage for its publications are clearly set forth and are helpful to the writer but are not yet comprehensive enough. Recently an otherwise excellent article in the *TESOL Newsletter*, "The Responsibilities of EFL/ESL Teachers and Their Associations" (*TN*, August 1984), used the term *mother tongue* to refer to a person's native or first language. Two problems are created by the choice of such a term. The first involves sexist language. As Casey Miller and Kate Swift point out in *The Handbook of NonSexist Writing*, often in English, concepts and inanimate objects that are thought of as nurturing or bringing forth are personified as women, e.g., the earth and nature. Concepts and inanimate objects that are seen as active or strong are, on the other hand, usually personified as men, e.g., time and death. The use of such terms as *mother tongue* or *mother earth* reinforces stereotypical thinking about women. The second problem concerns the encouragement of good writing. If writers choose a cliché-type metaphor, they are not likely to think of these concepts and objects in a new way nor to continue to search for more precise language to describe them.

If TESOL is to remain true to its commitment, as expressed in the *TESOL Quarterly*, to "science and the fair treatment of individuals and groups," it needs to do more than just edit out words such as *he* and *man* in generalizations that are true for both males and females; it must also become aware of other kinds of lexical choices that contribute to the sexist bias of English. For guidance TESOL might look to the book mentioned above by Miller and Swift or any other number of more comprehensive guidelines, such as McGraw-Hill's *Guidelines for Bias-Free Publishing*.

Doris Shiffman
Department of English
Towson State University
Towson, Maryland 21204

CCER's NUCLEAR FREEZE STATEMENT PRAISED

February 21, 1985

To the Editor:

Congratulations on the Coordinating Committee's Nuclear Freeze Statement that appeared in the October, 1984 *TN*. It is indeed a pleasure to see a committee with the courage and humanity to take a public stand on such a vital issue as the arms race.

If organizations all over the world refuse to be silent on this crucial issue, then perhaps we will be able to reverse the current suicidal armament trend.

Thank you, CCER!

Sylvia McCloud
P.O. Box 24923
Kuwait University
Fac. Med., E.L.U.
Safat, Kuwait.

ON THE EXPRESSWAY OF LIFE APPLICATIONS TO TEACHING ESOL

To the Editor:

A man started out in a wagon. He felt he knew where he was going, was confident, and his wagon rolled well for him. Others saw him and his contented face. He even went so far as to write books about how he had found contentment.

Some of the people began jumping up and down screaming "Look, he has found the meaning of life! He has all the answers." And so they all (well, at least very many) jumped on the wagon. The band and all.

The poor man was at first pleased, then troubled. He knew the wagon worked for him but that others would not at all be content rolling where he was going. But for awhile they all smiled as children do at the end of a fairy tale. Happy-ever-after.

But after Happy-ever-after, some became upset. They thought the man should go faster or slower, in one direction or another. And he did not at all control the weather! They got off the wagon and joined another going the other way, saying they had tried and his wagon was doomed. Soon even half the band joined the other wagon, provoking a cacaphony of discordant melodies.

The poor man was upset. But luckily he saw his direction was still true for him, although he admitted it might not be for everyone. For some he saw it rolled pleasantly enough but usually only some of the time. He finally stopped his wagon and sat beside the expressway of life and thought and thought. He read a little bit, too.

Finally he said, "I think it's best if people find their own wagons and are responsible for their own direction. Then they can travel roads that are suited to them and construct their wagons the way they like."

The people didn't care much for his advice. They preferred fairy tales and band wagons. They were more secure in letting others decide what to do and then blaming them if it didn't work. But some smiled a knowing smile. And the world turned.

• • • • • •

Sometimes methodologies are something like religions—they work because people believe in them. So perhaps the important thing is to believe in what you do, or to find something worth believing in. But it is nice (and practical) to be open to the beauties in all religions (methods) and to avoid confining yourself to any one dogma (pseudo-fairy tale god) simply because you "chose" it.

We have evolved beyond the binary idea of "choose one and call the rest sacrilege." Eclecticism proudly and paradoxically states that "it's true and so is the contrary," for it realises the realities of individual adjustment and selection to unique situations.

Amen (though I be damned by the band).

Tim Murphey
English Seminar
Université de Neuchatel
2000 Neuchatel
Switzerland

Three TESOLers Share MLA Award

Three authors of respected second-language learning books have been awarded the Modern Language Association's 1983 **Kenneth W. Mildenberger Medal** for outstanding research publication in the field of teaching foreign languages and literatures.

John W. Oller, Jr. and **Patricia Richard-Amato**, editors of *Methods that Work: A Smorgasbord of Ideas for Language Teachers* (Newbury House) and **Sandra J. Savignon**, author of *Communicative Competence: Theory and Classroom Practice* (Addison-Wesley), are the winners.

Oller, presently a professor of linguistics at the University of New Mexico, has taught at the University of California at Los Angeles, Southern Illinois University, and Concordia University, Canada. He has also written several other second-language learning volumes, including *Focus on the Learner: Pragmatic Perspectives for the Language Teacher* (with Jack C. Richards). He holds a Ph.D. in lingustics from the University of New Mexico. Co-author Patricia Richard-Amato teaches second-language theory and methodology at California State University, Los Angeles. She has also prepared a videotape, *The Second Language Experience*, used in teacher training programs throughout the United States. The third recipient, Sandra J. Savignon, a Professor of French and ESL at the University of Illinois, Urbana, in 1984 received the Robert J. Ludwig National Distinguished Foreign Language Leadership Award of the New York State Association of Foreign Language Teachers. Her scholarly articles have appeared in various professional journals.

EDITOR'S NOTE

The full acknowledgement for the reprinting of Janice I. Solkov-Brecher's article, *Improving Bilingual Education Exit Criteria and Mainstreaming Programs* in the December 1984 *TN* should have read: Reprinted with permission from *The Clearing House*, Vol. 57, No. 9, April, 1984, a publication of the Helen Dwight Reid Educational Foundation.

JOB OPENINGS

American School of Laguna Verde, Veracruz, Veracruz, Mexico. Applications sought for full time elementary ESL positions beginning August 26, 1985. Experienced ESL teachers with an interest and appreciation in other cultures are desired. Salary based on qualifications. Free housing/utilities, Blue Cross/Blue Shield and additional benefits provided. To apply send resume with handwritten cover letter to: American School of Laguna Verde, apartado Postal 264, Veracruz, Veracruz, Mexico. Telephone: 379986 ext. 306.

University of Arkansas at Little Rock, Arkansas. Lecturers: Two lecturer positions to teach in a daytime, six-level University-preparatory intensive English program; 4-5 hours daily, five days a week, two-month terms; three to four preparations; some committee work on curriculum development; possibly some laboratory monitoring; extra compensation possible for night classes. M.A. TESL in-hand; teaching experience, preferably in university intensive program. Ability to teach grammar, reading, writing, and listening/speaking from beginner to advanced levels. Salary to be arranged. Approximate range: $10,400 to $12,000 for eight months; $13,000 to $15,000 for ten months. Good university medical insurance, pension plans. Application deadline: April 1, 1985. Contact: Rebecca Smith, Director, Intensive English Language Program, University of Arkansas at Little Rock, Little Rock, Arkansas 72204. AA/EOE

Ohio University, Athens, Ohio. Department of Linguistics has a tenure-track position at assistant professorship level available beginning September 1, 1985. Ph.D. in linguistics/TEFL required with expertise, teaching, and research experience in ESL/EFL methodology; experience in applied linguistics and competence in another language desirable. Salary: $19,000-$22,000 for nine months depending upon qualifications. Send application, representative publications, vita, and three recommendations to Dr. James Coady, Chairperson, Search Committee, Linguistics Department, Ohio University, 103 Gordy Hall, Athens, Ohio 45701, (614) 594-5892. To receive full consideration, applications must be received by April 15, 1985. AA/EOE

U.C.L.A., Los Angeles, California. The U.C.L.A. TESL/Applied Linguistics Program announces the probability of positions in a joint U.C.L.A.-Chinese Academy of Social Sciences English Language Center in Beijing, P.R.C., to be inaugurated September 1985. Need is projected for: 1) one Chief-of-Party in charge of direction of teaching and research in English for Academic Purposes (Ph.D. in TESL/Applied Linguistics and experience required); and 2) four Teacher/Researchers (current graduate study in EAP/ESP for M.A. or Ph.D. in progress, with experience in EAP/ESP preferred). Inquiries and curricula vitae should be sent to: Dr. Russell N. Campbell, China Exchange Program, 1201 Campbell Hall, U.C.L.A., Los Angeles, California 90024. AA/EOE

JOB NOTICES

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less.** Address and equal opportunity employer/affirmative action (EOE/AA) statement may be excluded from the word count. Type **double space:** first state name of institution and location (city, state/country); include address and telephone number last. **Do not use any abbreviations** except for academic degress. Send **two** copies to: Alice H. Osman, *TN* Editor, 370 Riverside Drive, New York, NY 10025, U.S.A. If copy requires clarification, the Editor will call collect. Please note: no tear sheets are sent for free ads.

A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5") size is strongly encouraged. For rates, please write or call Aaron Berman, TESOL Development & Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A.

See page 2 for deadlines. Late job notices accepted provided there is space. Call *TN* Editor (212) 663-5819 or (718) 626-8546.

Four Seasons Language School and Cultural Center, 4-32-8 Sanarudai, Hamamatsu 432, Japan. English instructors wanted to teach chidren and adults, days and evenings. TESOL background and/or teaching experience preferred. Strong commitment to teaching a must. Monthly salary: 240,000 Japanese yen plus attractive benefits. One year renewable contract. To apply, send resume, recent photograph and summary of teaching philosophy to school or Nancy Olivetti, 312 Grand Avenue, Apartment 5A, Palisades Park, New Jersey 07650 or contact Nancy Olivetti at TESOL Convention Employment Clearinghouse.

Waseda University, Tokyo, Japan. April 1986 opening for a contract lecturer in American English and culture. Age: less than 33 years as of April 1st, 1986. Qualifications: M.A. or higher degree. Salary 3,630,000— 4,635,000. For further details, write to Institute of Language Teaching, Waseda University, 6-1, Nishiwaseda 1-chome, Shinjuku-ku, Tokyo 160, Japan. Application deadline: 30th April, 1985.

Florida State University, Tallahassee. Four assistantships will be awarded to doctoral applicants at The Florida State University for the academic year 1985-1986. The assistantship duties are teaching intensive ESL at the Center for Intensive English Studies while pursuing the doctorate in multilingual/multicultural education (TESL/TEFL specialization). The awards are renewable annually. For further information, contact Dr. F.L. Jenks, Director, CIES-FSU, 918 West Park Avenue, Tallahassee, Florida 32306.

Anatolia College, Thessaloniki, Greece. Positions for master teachers beginning September, 1986 and beyond in a six-year EFL and L2 literature program, levels from zero to proficiency (650 + TOEFL). 25-member department within Anatolia College, a private American-sponsored secondary school for Greek youth. Qualifications: minimum M.A./M.S. in applied linguistics/EFL or English and American literature. Experience: extensive—preferably overseas—at the secondary and/or university level; directing of extra-curricular activities, e.g., publications, drama, forensics, sports and hobby clubs. Benefits: 3-year initial contract, partial payment in US$; rent-free, furnished, maintained campus housing; Blue Cross-Blue Shield; transportation and shipping. Candidates should send a complete resume to: Michael R. Bash, Chairman, English Department, Anatolia College, Thessaloniki, Greece.

The Experiment in International Living is seeking applicants for ESL teacher supervisor for its refugee camp programs in Panat Nikhom, Thailand and Galang, Indonesia. ESL teacher supervisors provide training to Thai and Indonesian ESL teachers in theory and methodology and supervise the implementation of competency-based ESL curriculum for refugees resettling in the USA. Qualifications: sustained teacher training and supervising experience, ESL classroom experience overseas, graduate degree in ESL or equivalent, proven ability to work in a team atmosphere in challenging conditions. Salary: $15,500/year plus major benefits. Starting Date: immediate openings both sites. To apply, send current resume to: Mr. Peter Falion, Projects and Grants, EIL, Brattleboro, Vermont 05301. (802) 257-4628. AA/EOE

Centro Colombo Americano, Barranquilla, Colombia. For mid-1985 and January 1986, three positions for TESL instructors. Diploma or transcript must clearly state TESL/ESL/English/Education or Linguistics in order to obtain a work permit. B.A. or M.A. required. Some knowledge of Spanish helpful. Salary moderate; best for motivated, recent graduate desiring overseas experience of semi-retired teachers. Write Centro Colombo Americano, Attn: TESOL, Apartado Aereo 2097, Barranquilla, Colombia.

Fulbright Scholar Awards. The Council for International Exchange of Scholars has announced the opening of competition for the 1986-87 Fulbright Scholar Awards in research and university lecturing abroad. **Benefits include** round-trip travel for the grantee and, for full academic year awards, one dependent; maintenance allowance to cover living costs of grantee and family; tuition allowance, in many countries, for school-age children; and book and baggage allowances. **Basic eligibility requirements** are U.S. citizenship; Ph.D. or comparable professional qualifications; university or college teaching experience; and, for selected assignments, proficiency in a foreign language. The two major **application deadlines** for the 1986-87 Awards are: June 15, 1985 (for Australasia, India, Latin America and the Caribbean); and September 15, 1985 (for Africa, Asia, Europe, and the Middle East). For full information and applications, call or write Council for International Exchange of Scholars, Eleven Dupont Circle, N.W. Washington, D.C. 20036, U.S.A. Telephone: (202) 939-5401.

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Announcement of positions in English in the Foreign Language Department:

The College of Education of King Faisal University announces vacancies at the levels of **Professor, Associate Professor** and **Assistant Professor** in the following areas of specialization. These appointments will be for the academic year 1985-1986.

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APPLICANTS SHOULD WRITE TO:

Office of the Dean
College of Education
King Faisal University
P.O. Box 1759
Al Hasa, Saudi Arabia 31982

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Vol. XIX No. 3 Teachers of English to Speakers of Other Languages June 1985

Using a Grid in Beginning Reading

by Greg Larocque
Public Service Commission of Canada
Language Training Program Branch

The teaching of reading skills to beginning level students can be effectively organized by using a question grid. This technique, originally suggested by Earl Stevick, is a very effective tool for introducing students to the variety of reading skills and for provoking an awareness of language complexity, while at the same time getting them personally involved in the reading passage at hand. For the teacher, this technique is an always-available guide to exploitation of reading assignments, such as a newspaper article or a passage a student has just written.

For purposes of this article, we will consider the three reading skills of scanning, skimming, and in-depth reading. We will define *scanning* as the quick search for a particular piece of information in a

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Broadway Comes to TESOL '85

by Tracey Forrest
Hunter College, CUNY

It was the morning of the Thursday Plenary. The atmosphere was electric. The Grand Ballroom of the Hilton Hotel in New York City was packed with conventioneers engaged in an upbeat happening with a special personal quality. Broadway had come to TESOL '85.

photo by Lars LaBounty

The Broadway Comes to TESOL '85 panel: (left to right) Mary Hines, who introduced the panelists, Ossie Davis, Ruby Dee, Stephen Aaron, and Muriel Costa-Greenspon.

Sparkling with the charm, wit and spontaneity of theatrical professionals, **Dr. Stephen Aaron** (The Juilliard Theater Center), **Muriel Costa-Greenspon** (New York City Opera) and stage and screen stars **Ossie Davis and Ruby Dee,** this plenary session brought to TESOL '85 the essence of real-world issues, alive and current, just as TESOL educators attempt to bring real-world meanings into their classrooms.

Dr. Aaron, a member of the acting faculty at Juilliard, deftly escorted the star-studded panel through reflections on their own experiences as "communication specialists," encouraging the audience participants to connect and associate their remarks to relevant issues in language acquisition and teaching.

While much attention is paid by TESOL professionals to the element of student listening, Ossie Davis focused on teacher listening. In a poignant moment, Mr. Davis pointed to listening as the key to learning and understanding. He remarked that teachers must learn to teach on a "horizontal plane"; they need to listen to students in order to solidify the all-important teacher-student relationship.

With respect to the relationship between listening and speaking, Dr. Aaron explained that students are often blocked as listeners because of their self-consciousness. He urged the audience to help students overcome embarrassment so that they may become receptive learners. He mentioned that in speech classes at Juilliard, it usually takes a minimum of 12-18 months for changes in students' speech to start to occur. Dr. Aaron encouraged teachers to be patient and tireless in their efforts to free students from inhibition so that they may pass to the next stage of development in their roles as learners.

On this note, Ms. Costa-Greenspon shared with the audience her early experiences as the child of deaf parents. Her reminders that we must learn to hear with our "eyes and other senses" were inspiring.

Dr. Aaron emphasized the importance of enactment in children's language expression. He told of an experience in his career as a psychoanalyst with a young child with severe mumbling problems. Dr. Aaron honored the child with the role of God in a summer camp production of Oscar Wilde's *The Happy Prince*. Through confidence building and practice, and the safety of a role-play persona, the child overcame his mumbling, lived up to his role and was able to begin a course of progress.

Continued on page 5

TESOL NEWSLETTER
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The TESOL Newsletter (TN) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for these items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1500 words or five typed double-spaced pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the TN Editor.)

Authors who wish to contribute to special sections of the TN are advised to send two copies of their items directly to the editors in charge of those pages: Affiliate and Interest Section News: Mary Ann Christison, Snow College, Ephraim, Utah 84627; Book Reviews: Ronald Eckard, Western Kentucky University, Bowling Green, Kentucky 42101; International Exchange: Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh, EH8 9DP, Scotland; It Works: Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197; On Line: Richard Schreck, Heidelberg College, Tiffin, Ohio 44883; Standards/Issues (employment issues): Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 10th for the February issue
February 10th for the April issue
April 10th for the June issue
June 10th for the August issue
August 10th for the October issue
October 10th for the December issue

Next Deadline: August 10th for the October TN

President's Note to the Members

I recently attended the annual meeting of the Joint National Committee for Languages (JNCL) and the Council for Languages and Other International Studies (CLOIS) in Washington, D.C. TESOL is a long-standing member of JNCL/CLOIS which now comprises 32 professional organizations drawn together out of a common desire to develop and expand the linguistic and cultural resources currently available in the U.S. JNCL/CLOIS's President is TESOL's Executive Director, James Alatis. JNCL's mandate is to serve as a forum for the exchange of information and ideas among the language professions and as a point of reference for the planning of language policies and the identification of needs in this field. CLOIS membership includes most of these same language associations but is also open to organizations concerned with international studies, global affairs and international education. Its major activity is maintaining contact with legislators and policy-makers; in short, CLOIS plays a lobbying role on behalf of its members.

Given that both the exchange of information and the lobbying undertaken by JNCL/CLOIS are clearly focussed upon the U.S., TESOL's non-U.S. members may legitimately raise the question as to the relevance — or even the appropriateness — of TESOL's involvement in these activities. As a non-U.S. member, I personally recognize and accept the need for my U.S. colleagues to be a part of the collective voice which JNCL/CLOIS represents; the political system operating in the U.S. demands such involvement if progress is to be made in providing quality programs. I also appreciate the fact that JNCL/CLOIS' efforts at arguing for the provision of work and study experiences for citizens abroad and for non-U.S. citizens in the U.S. have direct educational and employment implications for a wide spectrum of the TESOL membership.

At the present time, TESOL is not formally engaged in liaison and lobbying activities in the other countries of the world where we have members. TESOL can, however, make available to members outside the U.S. information such as major policy statements or strategies which have proved effective in a U.S. setting. At the same time, the work of JNCL/CLOIS can be augmented by collecting similar information from elsewhere. It may well be profitable to study the legislative and fiscal provisions made by countries whose success rate in second and foreign language teaching is better than that of the U.S. The staff of JNCL/CLOIS under its Director, Dr. J. David Edwards, have expressed interest in pursuing an exchange of information of this kind.

Which of TESOL's interests are best served by our involvement in JNCL/CLOIS is, however, surely less important than the broader question as to what unites teachers of English to speakers of other languages with teachers of languages other than English. A simple answer is that both groups are engaged in helping individuals add another language to the one or more they have already mastered.

As former U.S. Secretary of Education Terrel Bell reminded us at the 1984 TESOL Convention "As we emphasize the very important responsibility of teaching English to our language minority population, we must be careful not to imply that we wish in any way to ignore or eliminate their foreign language competencies. It would certainly be illogical and hypocritical to step up efforts in foreign language and international study, and at the same time allow these skills to erode within our foreign language community". Our foreign language colleagues, then, have a major role to play in the education of our students, as well as with native speakers of English. They might also welcome our support in resisting notions of linguistic imperialism vis a vis English, notions which impede students' efforts in both acquiring as a second and maintaining as a first, languages other than English.

There are other basic issues we might discuss, many of which have implications for classroom practice. These include the role of language as an object of study and as a tool for learning, the development of effective translation skills, the description and evaluation of alternative methodologies.

A common, tangible goal might be to work together towards the establishment of Certificates of Bilingual Competence in elementary school, high school, college and work place. For native speakers of English, this would involve acquiring high level proficiency in a second language; for non-native speakers, usu-

Continued on next page

Special Combined Mailing to TESOL Members

Call for Nominations and Call for TESOL '86

Call for Nominations

The Call for Nominations for first vice president/president-elect (1986-87; 1987-88), second vice president (1986-87), and member-at-large of the Executive Board (1986-89) is in the mail. The Nominating Committee encourages all members to participate in the nominating process. Please note that **nominations must be postmarked by July 15, 1985.**

The members of the Nominating Committee are Mary Hines, Chair, Cheryl Brown, Diane Larsen-Freeman, Dorothy Messerschmitt, and Denise Staines.

Call for Papers for TESOL '86

The Call for Papers for TESOL '86 is included in the mailing with the Call for Nominations. Proposals for paper presentations for TESOL '86 must be **postmarked by August 28, 1985.**

If a member of TESOL has *not* received this mailing, s/he is urged to write or call immediately: Rosemarie Lytton, Convention Coordinator, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A. Telephone: (202) 625-4569.

President's Note

Continued from page 2

ally resident in a non-English speaking country, their development of competency in English would be the major focus; for non-native speakers of English living in an English-speaking country, their task would be to learn English and to develop their mother tongue skills.

It seems to me that both groups of professionals would benefit from discussions around these kinds of common goals and concerns. Moreover, the individual conversations which we have within our institutions and our communities will ultimately provide the muscle behind the collective dialogue we engage in through our participation in a group such as JNCL/CLOIS, I am interested in working on these issues at both levels — are you?

JNCL/CLOIS has recently moved to a new office at 20 F Street NW, 4th Floor, Washington, D.C., 20001, USA, (202) 783-2211; the staff would welcome hearing from you by mail or phone.

Jean Handscombe.

Thematic Volumes Explored by Publications Committee

As an alternative to the *On TESOL* series, which is being discontinued, the Publications Committee announces that several anthologies of papers presented at TESOL '85 colloquia and other sessions will be published by TESOL in separate thematic volumes. Classroom centered research, current perspectives on pronunciation, research in testing in a second language, technology in language testing, listening comprehension, and children and ESL are among the topics being explored. The Publications Committee invites TESOL members to suggest additional topics or to comment on the ones named. Please direct your letters to H. Douglas Brown, Chair, TESOL Publications Committee, Department of English, San Francisco State University, 1600 Holloway Avenue, San Francisco, California 94132, U.S.A.

Contributors Sought for *Contemporary Approaches to Language Teaching*

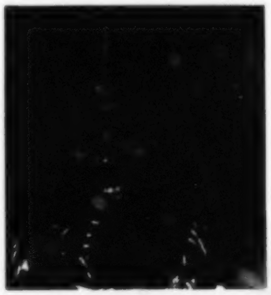
Cambridge University Press has established a new series with the general title of *Contemporary Approaches to Language Teaching* under the editorship of Marianne Celce-Murcia.

The series will focus on new ways of teaching second languages that integrate the four skills and strike a methodological balance between comprehension and production as well as content and form. Each volume will present a timely practical slant and will include sufficient guidelines on syllabus design, teaching materials, and classroom procedures to permit implementation of the author's proposals.

Those who are interested in contributing a volume to the series or in making suggestions for volumes should write to the series editor: Professor Marianne Celce-Murcia, TESL/Applied Linguistics, 3303 Rolfe Hall, University of California, Los Angeles, California 90024, U.S.A.

TESOL/Regents Publishing Company Fellowship Goes to Pioneer in ESL Special Education

The first TESOL/Regents Publishing Company Fellowship has been awarded to Kim Chi Thi Crittenden of Arlington, Virginia. The fellowship, a $5,000 award, is designed to encourage teachers working at the graduate level to further their study and research in ESL and return their added expertise to the profession and the classroom.



Kim Chi Thi Crittenden

Ms. Crittenden, a Vietnamese refugee who arrived in the United States in 1971, is today a consummate speaker of English and teaches ESL students ranging in age from kindergarten to adult. She is a program supervisor and a curriculum developer, but the most unique of all her endeavors is her work as a pioneer in the field of ESL as it applies to students with learning disabilities. The TESOL/Regents Fellowship will help her pursue studies that will contribute to a better understanding of special techniques needed in classroom teaching and curriculum development for ESL special education students. Crittenden's project includes four goals: to better identify ESOL students with special education problems, to properly assess for placement purposes, to develop teaching materials and curricula, and to serve as a resource to the school system in this area of specialization.

In addition to her other pursuits, Ms. Crittenden has earned an Associate of Arts degree from Truett-McConnell College (1979), a B.S. in special education from North Georgia College (1982), and is currently enrolled in George Mason University, pursuing endorsement in ESOL and an M.A. degree in bilingual special education. She has worked with Indochinese refugees since 1975, helping them find housing and jobs, enrolling children in school, arranging for medical and social services and translating in the courts.

The profession looks forward to her developments in the field of ESL special education.

Graduate Students Receive Financial Assistance to TESOL '85

Marckwardt Award Recipients

Six graduate students in TESOL received financial assistance to attend TESOL '85 through the **Albert H. Marckwardt Memorial Fund** which is supported by donations from TESOL members. They were **Sylvia Aruffo** of Northwestern University; **Maureen Evans** of Eastern Michigan University; **Charmian Hamilton** of The University of Michigan; **Barbara L. Hoskins** of Northern Arizona University; ***Susan Parks** of Colorado State University; **Ellen B. Smith** of San Francisco State University.

---

*Ms. Parks had to decline and was replaced by **Kimberly Evans** of the University of Northern Iowa.

U.S.I.A./I.I.E. Travel Awards to Students from Outside the U.S.

Awards from the United States Information Agency, administered by the Institute of International Education, were made to the following students from outside the U.S. All of the recipients are currently pursuing a full-time course of study in teaching English to speakers of other languages on the graduate level at the U.S. institution named.

Recipients Represent Twelve Nations

Mohammed Al-Ghamdi (Saudi Arabia) at Northern Arizona University; **Tzung Yeh Cheng*** (Taiwan) at Ball State University; **Alba Maria Dourado-de-Souza** (Brazil) at Ohio State University; **Jacy P. Giumaraes*** (Brazil) at Eastern Michigan University; **Irene Hill** (Australia) at Iowa State University; **Sachiko Ikeda** (Japan) at St. Michael's College; **Yinhua Li** (People's Republic of China) at SUNY at Albany; **Hsien-chin Liou** (Taiwan) at Iowa State University; **Sayuri Masuda*** (Japan) at Colorado State University; **Maria Luiza Melo*** (Brazil) at Iowa State University; **Leif Nielsen** (Denmark) at San Francisco State; **Philip J. Pinsent** (United Kingdom) at the University of Hawaii; **Suraprom Puangmali** (Thailand) at the University of Texas at Austin; **Nicole Quentin** (France) at Ball State University; **Miguel A. Soto** (Chile) at Florida Internatonal University; **Chuanhong Yu** (People's Republic of China) at Boston University; and **Khadija Zizi** (Morocco) at the University of Illinois.

*Chosen but could not attend the convention.

Pergamon—Alemany Partnership

Alemany Press, a division of Janus Book Publishers, Inc., Hayward, California, and Pergamon Institute of English, Oxford, England jointly announce that effective April 1, 1985, Alemany Press is exclusive distributor for the United States and Canada for all English language training materials published by Pergamon Institute of English.

In addition to Pergamon's current list of approximately 200 titles in the areas of methodology, professional development, course materials and English for Specific Purposes, many new American English titles will be introduced during the coming year, including a major new basal program called *Breakthrough*.

Alan Davies, managing director of Pergamon Institute of English, views the agreement with Alemany as significantly strengthening marketing of Pergamon ELT titles in the important North American market. Robert Tong, president of Janus Book Publishers, Inc., believes that inclusion in the Alemany catalog of this "broad offering from an established and highly respected British publisher will be a significant plus for our customers."

Using a Grid

Continued from page 1

given text. ***Skimming*** is perusing a text, picking out bits and pieces here and there to get an overall picture. ***In-depth reading*** is a much closer examination of a text to get a great deal of information and to build a more complete understanding of it.

The grid (See sample at right.) offers a reading skills approach which takes into account both reading objectives and language complexity. It can be used with any text. The sample grid you see is based on the following mid-intermediate passage from ***Read Canada! 2***, published by the English Development Section of the Linguistic Services Directorate.

> At dawn, Ostman saw that he was in a natural bowl high in the mountains with only one way to enter and leave. For seven days the lumberjack was a prisoner of the Sasquatch family. The son offered Ostman grass and sweet roots to eat. In return, Ostman offered the son and the 'old man' some of his snuff. On the seventh day, the 'old man' took some of Ostman's tobacco powder and swallowed it. His eyes began to roll and he ran off to a spring for water. Ostman knew that his chance had come. He ran for the opening in the circle of mountains and was free.

Reading Objectives Dimension

Language Structure or Complexity Dimension		Finding Facts	Making Inferences	Personal Involvement
	yes/no	1.a. Was Ostman given only grass to eat during his captivity?	1.b. Is snuff a kind of tobacco?	1.c. Do you know of any other use of tobacco besides cigarettes and snuff?
	either/or	2.a Did the Sasquatch family live in the mountains or in a lowland valley?	2.b. Did the 'old man' like the snuff or not?	2.c. Do you think tobacco harms or benefits the user?
	wh-	3.a. How long was it before Ostman escaped?	3.b. How did Ostman escape?	3.c. Why do you think the Sasquatch family let Ostman live?

Answer Key

1.a. in the text — "grass and roots."	1.b. inference — yes— "offered snuff" & "took tobacco powder."	1.c. personal knowledge — e.g., "yes. I think. . ."
2.a. in the text — "in the mountains" (Note the "lowlands" distractor.)	2.b. inference — probably not — "swallowed powder" & "ran for water."	2.c. personal opinion e.g., "I think it harms because. . ."
3.a. in the text — "7 days"	3.b. inference — "offered snuff" & "old man ate" "ran to spring" & "Ostman ran for opening."	3.c. personal conjecture, e.g., "Well, perhaps. . ."

Many of the questions in the grid can be presented in a different format. They still accomplish the same objectives, but they provide a variety to the usual lists of questions students are often confronted with. The teacher could create multiple choice questions, for example:

During his captivity, Ostman ate. . .
(Check one)

☐ meat ☐ tobacco ☐ grass only
☐ grass and roots

Or a True/False format might also be interesting, for example:

During his captivity, Ostman
was given only grass to eat. _T_ _F_

The Role of the Reading Objectives Dimension of the Grid

As is evident from examining the grid and questions, the Reading Objectives Dimension is not an exhaustive key to skills-approach questions, nor is it meant to be. Rather it provides a solid platform for more complex or other skill-related activities by assuring that students get basic information from the text (the "a" questions), that they can perceive text-related relationships (the "b" questions), and that they will remember certain aspects of the text by relating them to their own experiences (the "c" questions). It seems to be quite true that skimming is the bridge between simple factual discrimination (scanning) and complex text processing and task accomplishment (in-depth reading). It comes as no surprise, then, to see aspects of in-depth reading appear in the more open-ended questions in "Making Inferences." Question 3.b., for example, requires that students have understood the *information* that certain text items provided ("offered snuff," "old man ate," "ran to spring," "Ostman ran") and have identified the *process* of sequence of events that took place. Questions of the "3.b." type tend to force students to:

1 understand textual information;
2 make text-related relationships; and
3 accomplish a synthesizing task.

In addition, the entire "personal involvement" category encourages students to invest some part of themselves in their activity. This category makes a crucial link between the students' own experiences and their involvement in the activity they are performing. This consideration is perhaps most obvious in students who are particularly unmotivated because they see no relationship between their own concerns and needs and the activity the teacher wants to do. This category of questions encourages them to perceive the activity in their own terms and to validate their own life experiences within their second language learning.

Needless to say, focussing on either "a." or "b." questions gives considerable skills practice for those students who are weak in either scanning or skimming.

The Role of the Language Structure/ Complexity Dimension of the Grid

If we examine the "question/answer" technique, we would arrive at the following process:

(1) question asked by the teacher;
(2) question processed and understood by the student;
(3) question related to the text by the student;
(4) answer found by the student;
(5) answer formulated and given by the student; and
(6) answer confirmed by the teacher.

The Language Structure Dimension focusses specifically on (2), (3), (4), and (5) above. Yes/no questions are often the most easily understood.

Either/or questions have two possibilities explicitly stated, "Did *X* or *Y*. . .?". This requires comprehension of both X and Y (2), relating each to the text (3), and responding with a whole phrasal X or Y element as response (4) rather than a "yes" or a "no." There is a double process happening here, whereas previously there was a single process.

By their very nature, wh- questions are much more complex to process and to answer, since one must supply words not included in the question. The primary clue to direct students to what to look for is in the question word itself (a person, thing, place, time, etc.). This clue must then be the basis of the search for the relevant textual information amidst all the textual information students have processed. It is this very open-endedness which requires extensive filtering and time (3)/(4). In addition, students must produce an answer which may or may not be the same as in the text, but certainly is radically different from the language of the question—unlike the two previous question types.

Conclusion

Certain aspects of this technique are extremely familiar to teachers as activities they have always done. However, perhaps the *variety* these dimensions provide is

Continued on next page

Using a Grid

Continued from page 4

something that has been daunting. This need not be the case. Teachers can learn this technique quite easily. For my part, I found I had to sit down with a text before class with the grid beside me and write out the questions I wanted to ask. Soon, I found myself asking the "personal involvement" questions as "warm-up" and, while the students read the text, I drew the grid in the palm of my hand in pencil or pen and prepared questions in my mind to ask when the students had finished. It is not long before the teacher eliminates this visual crutch and poses questions quite fluidly, in great variety, and either preconceived or spontaneous.

This grid is not a panacea for every level, skill or task in a reading skills approach. However, it is readily applicable to any reading text, does foster basic reading skills while considering language difficulty, and does encourage real reading skill awareness on the part of both students and teachers.

About the author: Greg Larocque is a materials development and curriculum specialist with the Language Training Program Branch of the Public Service Commission of Canada. He has given numerous workshops on teaching reading, writing and listening skills, and ESL methodologies. He is also author of the ESP coursebook *Administrative Writing*.

ACKNOWLEDGEMENTS

The author would like to thank Earl Stevick, Deborah Doherty, Michael Sutton, and Howard Woods for their help in revising this article.

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BROADWAY/TESOL

Continued from page 1

Ruby Dee illustrated the effects of changes in dialect on personality in a most unique way. Switching from one English dialect to another in rapid succession, Ms. Dee demonstrated the many and complex physical and vocal alterations accompanying dialectic changes. She exemplified fluctuation in levels of language confidence through changes in body langauge and vocal variation. Throughout her discourse, Ms. Dee electrified the audience with her rapid-fire portrayals of characters molded and defined by their language. She seemed to change before our very eyes.

The superb improvisational quality of the panel's manner set a magical tone for the preponderance of serious educational matters. From the star-studded dais, the main messages to TESOLers resounded. In Ossie Davis' words, "Open, invite, encourage. Bring freedom and encouragement to those who come to learn."

Indeed, it was a memorable experience.

About the author: Tracey Forrest teaches ESL and drama and has acted professionally in theater and television. She was chair of the Theatre Events Committee for TESOL '85.

IT WORKS

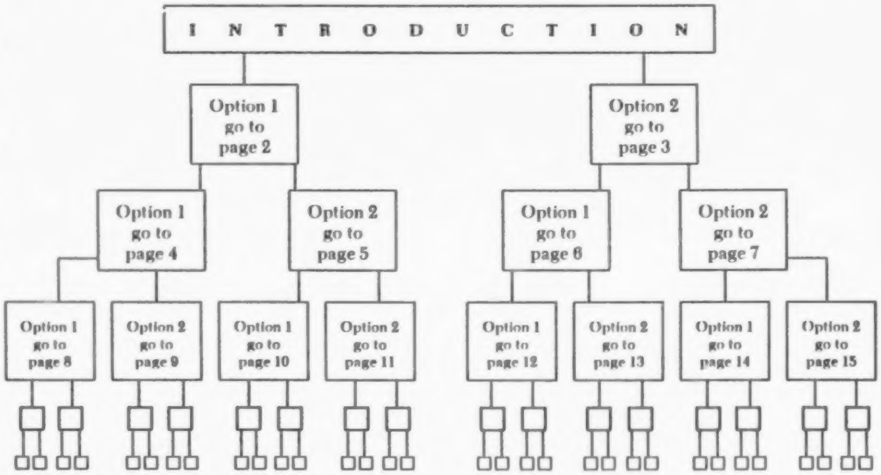
Edited by Cathy Day
Eastern Michigan University

Books with Options—A Way to Motivate Language Building in the ESL Classroom

by Jolene Gear and Robert Gear
Austin, Texas

When the following article arrived, I was intrigued by the authors' two years of successful use of materials for native English-speaking students with their ESL students who ranged in age from 14 to 25. The idea sounds as if it would also be successful with younger and older students. Why not try it?
C.D.

A multipurpose exercise which we find useful in motivating intermediate ESL students to practice listening, reading, writing, and communicating skills, is adapted from the *Choose Your Own Adventure* books or *Which Way* books aimed at native English-speaking children and young adults. These surprisingly inexpensive books published by Bantam Books offer readers a chance to be the heroes or heroines of their own adventures. A story typically begins by providing a setting and then moving the "you" character into a situation where a choice of action must be made from two or more options. Each option directs the reader to turn to a different page in the book, thus taking the reader/protagonist through a variety of situations. Such choices must be made throughout the story. The outcome, which may be happy or sad, depends on the series of decisions the reader has made. Any one of these books could be read and reread about forty times without repeating the same plot. The diagram above shows a schematic representation of how the plots are generally structured.



We have found that the best way to introduce these stories is to read aloud the introduction, which describes the setting. The students must listen carefully and then ask questions concerning the adventure and any new vocabulary. At the first set of decisions, the students must negotiate among themselves to agree on the option they will follow. These negotiations take place each time a decision has to be reached. This continues until completion of the story. Good-natured chiding often follows an unfortunate conclusion; light-hearted boasting follows a happy one. In such cases students are again communicating in functionally useful ways.

Once the students have understood the concept of making their own adventure, the class works with the books on an individual or small group basis. Students choose and read through a story they will later present to the class. When recounting their stories they may be asked by class members or the instructor to justify the options they have selected.

These books also serve as a basis for writing practice. Students can make outlines of the story that was read and then write it in their own words. Creative writing is another follow-up activity; the class collectively writes its own original options book.

Books with options are thus a fertile source of language practice. All the major language skills can be brought into focus. Above all, communicative functions such as justifying and disputing decisions, and reaching mutually acceptable compromises are emphasized throughout the entire exercise.

About the authors: Jolene Gear has taught ESL/EFL in Mexico and the U.S. since 1973. She's currently teaching ESL to Saudi Arabian aviation technicians in Austin, Texas. Robert Gear has taught in England, Kuwait, Japan, Mexico, and the U.S. since 1973. He is currently working on a Ph.D. in TESL at the University of Texas at Austin.

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.

TESOL '86 CALL FOR VIDEO THEATER
Due Date: October 1, 1985

The 1986 TESOL Convention in Anaheim, California will include a video theater Wednesday, March 5 through Friday, March 7. All presenters will be allowed 45-minute time slots. Opening remarks, distribution of handouts, tape running time, and closing comments must be made within this time frame. If you have several tapes to show, please consolidate them into a demonstration tape.

Bring a good "dub" of your tape (no master copies, please) and thirty-five to fifty handouts to the video theater at least ten minutes before your presentation is scheduled. Take your tape and extra handouts with you after your presentation.

The schedule of video showings and summaries of content will be included in the convention program.

STEPS IN SUBMITTING A PROPOSAL

1. Complete the form below. (It may be photocopied.)
2. Prepare an abstract of 250 words. It should include:
   a) Description of video (organization, format, support materials, etc.)
   b) Intended use (teacher training, direct teaching, promotions, etc.)
   c) In top right corner, include: genre, audience, and title
   d) On one copy only, type the name(s) of the presenter(s) and affiliation(s)
3. (Optional) Send a 10-minute sample tape (not master). It is returnable upon request.
4. Mail four copies of the abstract and the proposal form below to:

Joseph Helms
TESOL '86 Video Theater
1841 North 183rd Street
Seattle, Washington 98133, U.S.A.
Telephone: (206) 542-4522

TESOL '85 VIDEO PRODUCTION DESCRIPTION FORM

(Please type)

Name(s) of presenter(s) and affiliation(s):
(Last name first, in the order in which you want them listed.
1.
2.
3

Title of Video Program:

Summary: (75-word maximum. This will appear in the convention program.)

Biographical Statement: (25-word maximum per presenter. Use additional page if necessary. Begin with first presenter's first name or initials.)

Genre: ☐ Documentary ☐ Drama ☐ Short Situation ☐ News ☐ Other
Purpose: ☐ Teacher Training ☐ Classroom Use ☐ Cultural Awareness ☐ Student Project
☐ Promotions ☐ Self-study ☐ Student Feedback ☐ Other________________
Video Format: ☐ Pal-Secam ☐ NSTC ☐ Beta ☐ 1/2" ☐ VHS 3/4" U-Matic
Availability: ☐ Can be purchased ☐ Can be rented/borrowed ☐ Not available to public
Sample Tape: ☐ Sample Tape enclosed ☐ Return sample tape
Producer(s):
Video is completed: ☐ Yes ☐ No-If "no," completion date:________________

Audience

Primary interest section (check ONE):
☐ Applied linguistics
☐ Computer-assisted language learning
☐ EFL for foreign students in English-speaking countries
☐ ESL in adult education
☐ ESL in bilingual education
☐ ESL in elementary schools
☐ ESL in secondary schools
☐ ESL in higher education
☐ Program administrators
☐ Refugee concerns
☐ Research
☐ Standard English as a second dialect
☐ Teacher education
☐ Teaching English Internationally or
☐ Of general relevance

Primary professional category (check ONE)
☐ Administrators
☐ Classroom teachers
☐ Materials developers/curriculum designers
☐ Researchers
☐ Teachers educators or
☐ All interested persons

Is there a day you cannot present?
If so, check: ☐ Wednesday ☐ Thursday ☐ Friday

Presenter to whom correspondence should be sent:
Name:
Address:
City, State, zip:
Country:
Telephone:

Choice of Language Used by the Speaker: The Real Issue of Which Method I Use in My ESL Classroom

by Carolyn Williams Ebel
Georgetown University

I have observed for myself that all methods for teaching English as a second language (ESL) fall somewhere in between two extremes: 1) total teacher control, and 2) total student control over the choice of language being used by the speaker in the classroom. (A laissez-faire situation lacks structure and no form can exist without structure; therefore, a method being a form of learning, laissez-faire cannot be a method.)

The accompanying chart places several of the methods along the continuum between teacher-centered and student-centered classrooms. Starting at the student-centered end of the chart, I like to compare such a method to features of natural conversation. Natural conversation is spontaneous, unpredictable, personal, and organic. It takes place by agreement between the parties involved in the discussion. Only through cooperation does it continue; either party can terminate it at any time. Natural conversation is an organic (Chandler, 1984) phenomenon; one contributes, the next is stimulated to new thoughts, and the process repeats itself. The language is not predictable nor controlled by any one party. The whole event is "created from nothing."

In the student-centered classroom, the student is personally involved in the learning. The focus is on the message or socialization, communicating to convey messages in lieu of language form.

In the autocratic, teacher-centered classroom, the teacher is the principal problem solver and decision maker, choosing both form and function, and leaving little room for students to be in on decisions of classroom structure. The responsibility for language learning appears to be synonymous with language teaching and the teacher is fully responsible. The teacher is deeply involved, himself, in "creating from nothing"; he experiences the rewards of thinking up lessons, of bringing forth ideas, of structuring lessons, and he "delivers" the lesson, or "gives" his planned information to the students. Creative, natural language is minimal. Methods which could be included under this category are Audio-Lingual and Grammar Translation.

The same chart can be used to show the degree of emphasis on intellect versus experience in the learning process. In the autocratic, teacher-centered classroom in which information-giving is the goal of the teacher, there is heavy reliance on teacher intellect. Students expect the teacher, the expert, to give information. There is an assumption that the teacher has the answer, that there *is* one right answer and that the pupil doesn't have it. The learning, in ESL terms, is "learning" versus "acquiring." It is inductive, teacher controlled, the teacher leading the lesson toward a preconceived and desired goal or product, to a pre-set conclusion, to the teacher's opinion. There is tremendous responsibility on the shoulders of the teacher to guide the lesson, to make it succeed. Student-centered approaches are deductive in nature, with the process, not the product, being all important to draw out personal responses, to encourage spontaneous self-expression, to create language oneself. Specific language from results is not predictable. Initiation of communication is by the student instead of by the teacher, who provides structure, not content.

The more extreme methods based on student control of the language spoken are the Organic (Total Participation) Approach to Communication and Freire's Literacy Approach (although not specifically developed as an ESL approach). These methods are based on participation in a group. Moving along the chart we find Values Clarification, which encourages self-awareness and expression but is more individualistic in nature (versus group-oriented).

Further along the chart are Counseling Learning, Suggestopedia, Strategic Interaction, Total Physical Response (TPR), Silent Way and Notional Functional. Highly student-centered in that they encourage personal involvement of students, these methods have elements of tight teacher control at one point or another. The control exerts itself in such areas as choice of topic, the time when a student speaks, planning for the class, and the actual language form being used. These methods show extremes of both teacher and student control.

Education is more and more experiential in a student-centered arena in which the goal of the teacher is to facilitate or coach. There is physical as well as mental involvement, as in the Total Physical Response (TPR) approach, although in TPR there are attempts at extreme control over language structure on the part of the teacher; students do not speak in the early stages although they follow commands of the teacher.

In the extreme student-centered approach, Organic (Total Participation) Approach to Communication, students become involved physically as well as mentally in action to carry out a project, thus communicating through action to get something done; they determine to a large extent the choice of language used. Freire, in his philosophy of preparing for the greater society and for active participation in such a society, has students communicating for a cause to which they are committed. And Curran, in Counseling Learning, has students taking responsibility for their own learning or communication; students themselves determine the choice of the language they use.

Della-Dora, in *Moving Toward Self-Directed Learning* (ASCD, 1979) examines the nature of the behavior of students who are becoming more self-directed (the left side of the chart). "Students who are mak-

Continued on next page

Who Determines Choice of Language Used by the Speaker

Methods Fall Between These Two Extremes

Student Control of Language Used in Classroom

Teacher Control of Language Used in Classroom

Organic Approach to Communication (Total Participation)

Freire Literacy Approach

Values Clarification

Counseling Learning

Suggestopedia

Strategic Interaction

Total Physical Response (TPR)

Silent Way

Notional Functional

Grammar Translation

Reading

Audio-Lingual

Choice of Language

Continued from page 7

ing significant progress toward self-directed learning will (p. 4):

- Want to take increased responsibility for their own learning.
- Be willing and capable of learning from and with others.
- Participate in diagnosing, prescribing, and evaluating their own progress.
- Clarify their values and establish goals consistent with their values.
- Develop individual and group plans for achieving their goals.
- Exercise self-discipline.
- Understand their own learning style and be willing to try other potentially useful learning styles.
- Become familiar with and know how to use a variety of resources for learning.
- Be capable of reporting what they have learned in a variety of ways.
- Know when and how to ask for help or direction from others.
- Analyze the dynamics of groups and become capable of using the group decision-making process."

It is a matter of philosophy, where teachers are themselves in relation to their students. Do they see themselves as learning along with their students while providing a strict structure within which to work? Or do they view themselves as information givers with students as consumers of their product? The teachers' own philosophy about themselves and their role in respect to their students will determine which approach they choose.

About the author: Carolyn Ebel is on the faculty of Georgetown University, School of Languages and Linguistics. She is a specialist in the field of ESL and has taken an active role in TESOL as well as having served as acting executive director of the National Association of Bilingual Education. She has written several articles on the Organic Approach to Communication and utilizes this approach in the training of teachers for ESL classrooms.

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ON LINE

Edited by **Richard Schreck**
Heidelberg College

Current ESL Software: Student Control/Teacher Control

by **Gerard M. Dalgish**
Baruch College, CUNY

In this article, Gerard Dalgish deals with the very significant problem of human control over computer operations in CALL. This article is taken with permission from ***Microcomputers and Teaching ESL,*** *Research Monograph Series Report No. 7 of the Instructional Resource Center, Office of Academic Affairs, The City University of New York, 535 East 80th Street, NY 10021, U.S.A. Responses are welcome.* ***R.S.***

The degree of student input is part of the concept of control and is an important criterion for evaluating the usefulness of ESL software. In this category we find a wide range of degrees of unacceptability. In some software, lessons are nearly entirely multiple-choice, in which the student's input is expected to be not even the word, phrase or sentence, but the correct letter or number alone. For example, Teacher's Friend uses multiple-choice questions in which the student types in the number as well as True/False grammar questions. Hartley has within the same lesson multiple-choice questions in which the letter of the correct answer must be chosen; later in the lesson the word itself (taken from a choice of words) must be typed.

Some DORMAC syntax drills are multiple-choice by letter; no student interaction here. A failing in these sets is that even after the correct answer is arrived at the student does not see the completed, correct sentence with the correct choice put in its proper place. He is merely told "That's correct," and just goes on to the next sentence, where the same thing happens again. Intellectual Software's *Grammar Review I* has a multiple-choice test on identifying parts of speech in which such non-mnemonic letters as A for noun, D for adjective, etc. are used; in *Grammar Review II* there are numbers instead of letters. Minimal student input like this does little for recognition of correct answers, but does even less for learning how to correctly produce good writing. As Irene Dutra (personal communication) says, many of these lessons neither "bring nor assume" any intelligence (to or of the student).

Some PLATO (Illinois) lessons go to the other extreme in terms of student input, and require input that is much too lengthy and hence subject to typographical errors (see Stevens 1983 for a discussion of this). The result here will be that the student's sentence is classified as wrong even though the grammatical focus of the lesson was done correctly. A typo on a word unrelated to the syntactic target of the lesson renders the sentence wrong, and because of the inappropriateness of the computer response, the student does not know what she has done.

In terms of student input, then, most ESL software demands too little or too much. For the ESL student, too little input means the loss of an opportunity to practice production; too much required input can only dampen enthusiasm for creativity or promote an "only-one-answer-is-correct" mentality that is too confining. ESL teachers spend enough time trying to encourage students to vary their writing repertoires; why have a computer work in the opposite way?

An additional sub-category of the control problem concerns the appropriateness of the response provided by the computer to student input. Inappropriate responses run the full gamut from annoyingly "user-friendly" messages like "way to go," and tonal beeps (from "victorious" to "agonizing"), through bland and essentially useless answers such as "That is not the correct answer," "Try it again," (Teacher's Friend) that lack any indication of the reason for the error, all the way down to downright wrong responses such as telling a student her answer is right or wrong when in fact it is not. Since the first category is really a question of taste, I will not concentrate on it beyond saying that sound effects can sometimes be controlled or removed, especially in a learning center or library setting. These video arcade effects do seem out of place at a university, and only serve to detract from the seriousness of the educational computer.

Not only does the student often not have much control, but in most ESL software, as in software generally, there is little chance for the teacher to add to or modify the existing programs. In fact, teachers can't copy or modify the software they purchase because most of it is "locked" electronically to prevent pirating. Some lesson software may claim to be adaptable, but the degree to which the lessons can really be altered is usually quite trivial, at best involving different vocabulary items. Wholesale or even partial modification of much of the structure of ESL courseware is not possible. The MECC English miniauthoring allows the teacher to select sentences from within the disk or lesson and to write some, but this is very limiting. Unless ESL teachers are prepared to write their own software, control of the lessons is not in their hands.

Some ESL software lessons keep a "score" of the student's performance on the lesson. The Regents/ALA *Grammar Mastery* software allows a teacher to read a student's scores from lesson diskettes, provided the teacher gets the diskette before the next student uses it. The degree of availability and ability of score-keeping varies, but an important problem persists: most programs do not allow the computer's responses and the student's responses to be printed out. Although the CAI authoring language PILOT is at this point probably the most popular authoring language, at the present time it has no provision for reproducing the contents of the session as hard copy. The result of this is that the teacher cannot determine where the student went wrong, why he went wrong, if there is a bug in the computer, or if the student attempted the right answer but entered it the wrong way—perhaps by hitting the space bar instead of the return key. To my knowledge, most of the ESL commercial software has limited capability for hard copy of student input and computer response beyond multiple-choice. This is all the more striking in that word processing, an effective tool in ESL writing, can and does effectively utilize hard copy. For programs written in BASIC, it is a very simple procedure to turn the printer on or off within a program.

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A final problem that arises with locked software concerns factual errors in the text or lessons. The Hartley series gives us such news as "The past tense of an irregular verb is often the same for singular and plural verbs," and "The verb in English has three main forms; [sic] infinitive, past, past participle." This kind of misinformation can't be corrected or removed by the teacher because most software is "locked" Since most of what appears on the screen is believed to be written in stone—and if locked may as well be so written—the consequences of factual error in software are grave.

About the author: Gerard M. Dalgish is ESL supervisor of the Department of English, Baruch College, New York City, N.Y., U.S.A. He is also interested in computers and lexicography.

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On Line **presents articles by language teachers and linguists working with computers and attempts to focus on issues raised by its readers. Column articles, responses to articles, and requests for articles on specific topics are welcomed and should be sent to: Richard Schreck, Heidelberg English Language Institute, Heidelberg College, Tiffin, Ohio 44883.**

CALL FOR PAPERS

The Computer-Assisted Language Learning Interest Section of TESOL is compiling a volume of papers dealing with applications of computers in language learning. Of interest are results of CALL-related research, descriptions of unique and imaginative uses of computers in language learning, applications of computers in particular skill areas (e.g. reading, writing, listening, communication), reports on technological innovations in CALL, papers relating CALL with current teaching methodology, literature searches and meta-analyses, reports on actual implementations, etc. Papers accepted will be submitted to the TESOL Publications Committee for consideration as an anthology on CALL.

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There is no fixed deadline, but it is hoped that the volume can be compiled over the summer.

Feeling Foreign

by Joanne Zoller Wagner
Instituto de Inglés
University of Southern California in Madrid

Imagine having to look for a job in a foreign country where you know no one personally. You don't even know how to operate the telephone because you don't see any coin slots. You assume business hours are 9-12; 1-5, so you call at 2. The secretary doesn't speak English, but after several attempts, you get the idea: the director will be back at 4. You can't leave your number because you don't have a phone yet. Later, when you call back, the same secretary answers. Try to conjure up your best second language and make a good enough impression to get through to the director. Ready? Go!

The first months in a foreign country can be very stressful. Everything is new and different. For adults who are used to being somewhat in control of our lives, this can be very unsettling. And in fact, that's exactly what has happened. We've unsettled, and we have to settle in our new country. Find familiar foods. Appropriate new ones. Write to old friends. Make new ones. Think in the first language. Speak in a new one.

Upon arriving in Spain, my first concerns were: a job, shelter, and food. I didn't have time to experience the "honeymoon phase" often mentioned in studies of culture shock. When you arrive in a foreign country for a long stay, it's natural to want to take care of your nesting needs first. Finding a job was no easy task, but fortunately Spain was a good hunting ground for EFL teachers. After I found a job, I had to look for shelter. Everyone knows that the best way to find a good apartment in a big city is to know someone. I didn't. The only person I knew at that stage was my new boss. So I asked her to keep an ear out for me. Meanwhile my husband and I started calling numbers listed under "piso" in the paper. My six months of Spanish hadn't prepared me for that experience. When I asked, "Is it rented yet?" I could never get a simple "yes" or "no" answer. My interlocutor always gave me all the details, meaning I ended up not knowing whether it had or hadn't been rented. Why couldn't the Spanish speak as slowly and clearly as my Spanish instructor? I asked my husband irrationally.

After a week of calling, we finally found an apartment we liked—through the school director, of course. But when we went to meet the landlords, they looked us up and down like we were Martians. Although the director had assured them we were "personas de confianza," they weren't convinced. They copied all the information in our passports so diligently we felt like criminals. When they explained the utility charges, we had to ask them to repeat. They did, after stepping closer to us and turning up the volume.

Finally our landlords resorted to body language as they showed us how to use the gas water heater. The landlord told us repeatedly to turn off the gas whenever we left the apartment, or KABOOM! he said, with accompanying gestures. We felt humiliated. Not only could we not understand normal adult verbal communication, but we didn't even know how to operate the apartment's machines, something we realized any ten-year-old Spanish kid would know.

I thought I had adjusted to Spanish foods until I caught the flu. During my four days of convalescence visions of coca-cola, creamed chipped beef on toast, chocolate marshmallow ice cream, and homemade biscuits danced in my head. I wanted familiar things, the pleasures of home. In a foreign country you have to learn how to reproduce your favorite foods. For example, if your favorite pizza is the kind you used to always get at Shakey's, you'll either have to deprive yourself or learn how to make it yourself. The closest thing you can get to a pizza in Spain comes with unidentified fried objects on top, like anchovies or a fried egg.

Things seemed to be settling down after we moved into our new apartment. We were still discovering and comparing neighborhood stores, but we thought we had more or less adjusted until we started noticing little things here and there. For example, it seemed that if you didn't ask "¿Quién es la última?" at the fruit store, you wouldn't get your turn. And all the other shoppers were getting better fruit than I was. They fussed at the clerk and made him put bad fruit back. I didn't like fussing at anyone, but I liked less getting bad fruit. I realized I was going to have to adopt new behaviors.

Until you pick up new social habits in your new country, you feel awkward. I had to learn to say things in situations where I didn't use to say anything. For example, "Buen aproveche" is the polite way to greet people who are eating. When leaving a small store, polite customers say "hasta luego." But sometimes I had to learn to remain silent when normally I would speak. When the clerk hands you your package, you don't say "gracias." My students have explained that in Spain it doesn't make sense to thank someone for something you just bought!

Like many who live in a foreign country, I

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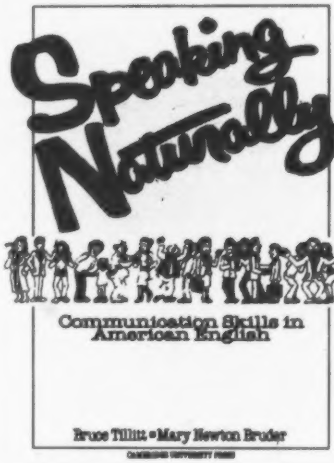
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Feeling Foreign

Continued from page 10

wanted to be like the natives, mainly so I could be inconspicuous most of the time. But I also found myself wanting them to be like me. Imagine my indignation when we asked a man to put out his cigarette in a no smoking train car, and he just laughed at us and continued to smoke. Smokers are in the overwhelming majority here in Spain, unlike the U.S. I have learned to avoid escalators in the subway, where smoke inevitably wafts back into your face. "Why couldn't the Spanish be like Americans, of whom only twenty percent smoke?" I asked myself. I knew full well the question had no answer except that Spain is not America.

New jobs, a new apartment, and a new city kept us busy for the first few months. But as winter settled in, we realized our paucity of friends. The only people we knew were from work. We had no Spanish friends, and no really close ones. Usually in a new area, old residents invite us over to their home. But home entertaining is not common in Spain. Young Spaniards prefer to meet their friends in bars. We found it difficult to enjoy the Spanish custom of standing and talking for hours in bars. Our very basic Spanish also limited us. I never knew until I came here that the past tense is an essential for making friends. How could our Spanish friends get to know us if we couldn't tell them about our past experiences?

A Lonely Time

It was during this lonely time without friends and feeling confused, awkward, intimidated, and generally foreign that I learned a hard lesson. We only knew Spaniards by their public behavior and, through our particular cultural filters, that that public behavior was negative. We began to dislike being in public, and then to dislike Spaniards in general. I didn't like feeling that way, but it was a strong feeling, one that I couldn't deny. My frustration was high enough that I decided to learn more Spanish so that I could break down some barriers. I started with an "intercambio," an informal exchange of Spanish and English conversation with a Spaniard.

It didn't take long to learn the past tense, and neither did it take very long to see my intercambio partner as human, and not as an impersonal "one of **them**." About the same time, a couple in our neighborhood invited us to their apartment for a visit. Their eagerness to learn about America and their two-year-old's easy acceptance of us broke down more barriers.

In our first year in Spain, we moved through anxiety, frustration, confusion and despair into a slightly more peaceful period when we regained our hope of finding a "home" in a foreign land. Living in a foreign country has taught me a lot about the difficulties foreign ESL students go through in their adjustment. No longer will I be surprised when a new U.S. resident says he would really prefer to live in his native Poland. Neither will I frown when a foreign student confesses she really doesn't like Americans. I'll try my best to answer my students' requests for help in their daily living. Because now I know. I've been there.

About the author: JoAnne Zoller Wagner has been teaching English in Spain for the past two years. During the summer she will be returning to the U.S. to teach ESL at West Virginia University, Morgantown.

MINISCULES

Edited by Howard Sage, *New York University*

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***Encounters with Chinese Writers* by *Annie Dillard*. 1984. Harper and Row, 10 East 53rd Street, New York, NY 10022. 106 pp., $8.95.**

As China opens up to the West, more and more Americans and mainland Chinese are meeting each other as visitors, teachers and colleagues. Many of these cross-cultural experiences get shared publicly, in books, articles, and even papers at TESOL conferences which attempt to capture the occasionally awkward goodwill that characterizes close encounters between the Chinese and their American hosts and guests. Based on her visit to China as part of a group of American authors, and a subsequent visit to the U.S. of a similar Chinese delegation, Annie Dillard's volume of essays, *Encounters with Chinese Writers*, is particularly interesting for the teacher of English because (1) it is beautifully written in Dillard's typically haunting, candid prose; (2) it grows from the meetings of literary minds; (3) it explores the nature of such familiar topics to ESL/EFL teachers as culture shock and patriotism; and (4) it includes, almost incidentally, an amusing, sobering look at the kinds of EFL materials current in China.

by Deryn P. Verity
University of Delaware

***The Tale of Kiều:* (A bilingual edition of *Truyện Kiều*) by Nguyễn Du, translated and annotated by Huỳnh Sanh Thông, 1983. Yale University Press, 92A Yale Station, New Haven, Connecticut. 211 pp., $17.50.**

A classic of Vietnamese literature, dating from the early 19th century, is available in a new bilingual edition. A long narrative poem based on an older Chinese novel, *The Tale of Kiều* tells the story of a beauty who through no fault of her own is forced into years of misery—prostitution, servitude, and betrayal. It is easy to see the girl as a symbol of Vietnam: beautiful, resilient, and enduring throughout a history characterized by war, foreign domination, and repressive regimes.

Whether it is taken as an allegory or simply as a tale of love and adventure, the English translation reads smoothly and should be entertaining (as well as informative) to many American readers. Anyone working with Vietnamese refugees could profit from insights into the genesis of Vietnamese culture and character which the book provides.

by Charles J. Olmstead
Associated Catholic Charities
of New Orleans, Inc.

***Exercises in Style* by Raymond Queneau. Translated by Barbara Wright. 1981. New Directions Publishing Company, 80 Eighth Avenue, New York, New York 10011. 208 pp., Hardcover, $12.95, Paperback, $4.95.**

Raymond Queneau's *Exercises in Style* is a witty and wonderful linguistic adventure in which the author takes one minor incident and recounts it in ninety-nine different styles, both literary and "spoken."

The incident, a strikingly uneventful one, has the author in a subway car, where he witnesses one passenger accusing another of pushing him. Later, the author happens to see the accuser in another part of town, this time with a friend who is advising him to have a new button sewn on his coat.

The extreme simplicity of the content allows the ninety-nine different linguistic styles to dominate, and we see the power of form to manipulate content.

This playful, comic, and clever book was first published in French in 1947. It was later translated into English by Barbara Wright, and was reissued in 1981, after having been out of print for a number of years. It should not be missed by anyone interested in the variety of communication patterns in English.

by Pat Duffy
American Language Institute
New York University

***Gilgamesh:* Translated from the Sîn-leqi-unninnī version by John Gardner and John Maier. 1984. Alfred A. Knopf, 201 East 50th Street, New York, N.Y. 10022. IX + 304 pp., $18.95**

The phrase "cross-cultural" assumes a relatively new (dating from 2600 B.C.) meaning as one reads Maier's and the late John Gardner's translation of the Sumerian Gilgamesh epic. In measured, idiomatically current language, Gardner and Maier remind us that Gilgamesh (call him Satoshi, Carlos, even Lucia) faces the perennial persona problems: fear of death, frightening prophetic dreams, sexual initiation, loss of friends and family, handling anger, conflict between feeling and logic, and more. The format is a column by column translation (many of the tablets or columns are broken and so incomplete) with clear, accompanying notes to fill in cultural gaps. The excellent introduction and the "airy" design complete the enriching experience of renewing your acquaintance with this ancient epic or encountering it for the first time. John Gardner completed it during the last few months of his life (he died in a motorcycle accident) in order to be able to use it in a class he taught at SUNY Binghamton.

by Howard Sage

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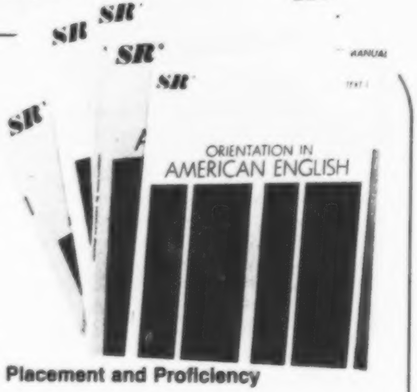

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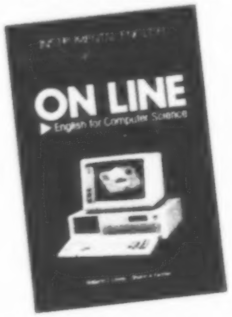

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INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

World Englishes: the Raison d'être of Situationally Motivated Teacher Produced Texts

by Tim Murphey
English Seminar, University of Neuchâtel

Braj Kachru's last question in the October '84 International Exchange was, "Has [TESOL] understood the pragmatics of the global demand for English and introduced flexibility in its attitudes, methodology, and approaches?" The question not only reflects clear sociological insight, but an everyday concern for teachers internationally. The question begs for attention from many areas, one of which is materials production. There is a growing trend in the field for teachers to produce their own materials that correspond not only to the World Englishes in general but to specific situations too: these materials range from classroom exercises to full course texts, video films and speciality texts. For the purpose of this article 'texts' refers to all of these.

Situationally Motivated Teacher Produced Texts (SMTPTs) are of course not new; many teachers have been producing them for years. Most textbooks are, in fact, adaptations of SMTPTs originally designed to meet the needs of a particular teacher's (the author's) class and then transformed in an attempt to reach a wider audience (Murphey 1978). But this transformation may lose relevance even for the original class.

The classroom teacher's input into his/her materials is important because of the affective relevance it presents to the students. We are often told these days that the affective exchange is fundamental in the acquisition process. "This is one reason," Stevick wrote in 1971, "why some pedagogical monstrosities have produced good results, and why some well constructed materials have fallen flat." (p. 144)

Although the adaptation of texts to make them better suited to particular needs, and the supplementing of texts with authentic and teacher-created materials also has a long history, it has only become really popular in the last 15 years.

Hamp-Lyons (1984) discusses the pros and cons of teachers producing materials and stresses that it does not start from scratch, but is a continuum from the use of a text, to the adaptation of it for your particular situation, to creating your own materials, based on other texts and supported by many models. Although the textbook should not be discarded unnecessarily, neither should you consider it your only possibility.

The SMTPT trend is inspired by a growing awareness among teachers of the unsuitability of many popular texts. Kane (1983) says of Western textbooks used in the Middle East, that culturally "they set up such overwhelming barriers between the teacher and the student that they have a decidedly negative impact on the learning process." Dwyer (1984) provides a checklist for materials development.

Apparently the ESP/EST people are doing much more work with SMTPTs than the rest of the field. They are defining their students and their needs much more narrowly. Curiel & Murray (1984), like many teachers, report, "motivation plays such an important part in our ESP work that materials that generate interest among the students must be given top priority; materials production therefore becomes indispensible." However, *all* teaching should be for a specific purpose, but a purpose that is real to the students, not just for the administration or the teacher. And if we can't find specific purposes and incorporate them into living materials for living students, then perhaps we should question whether the course should be taught at all. As Rivers says (1976): "We are the most fortunate of teachers—all subjects are ours." (p. 96) We have only to plug in the interests and motivations of our students. That is our subject matter.

This trend is growing both outside and inside the U.S.A. A reflection of it is TESOL's call for teacher-made materials, poster presentations, and video productions for the international conventions.

John Naisbitt in *Megatrends* (1982) describes three national trends that explain not only the growth of SMTPTs but also the development of idioeclectic methods by teachers. Naisbitt says we are moving

from ————	to
centralization	decentralization
institutional help	self help
representative democracy	participatory democracy

More and more teachers are less content to accept one general text, and are preferring to do it themselves. In such a context TESOL's major task would be to help Interest Sections, Affiliates and individuals to help themselves.

I think the future will bring us more prototype "how to" books showing teachers how to gather information about their students and incorporate this into their own materials; specialist consultants will be used for large projects; there will also be more ESP books from publishers. And finally, I think that in the future teacher trainers will add a greater SMTPT dimension to their teaching, stressing the sociolinguistic framework of knowing and using the students as a starting point.

The suggestion that teachers can produce better materials and texts for their own situations may seem radical to some. But as my Cherokee grandmother once said, "The spirit only flies so high as she dares to try. Suggest a smile to a child and watch her grow."

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T.E.S.O.L. in Australia

by Judy Colman
Past President, ATESOL

We hear so little from our colleagues in Australia that I am particularly delighted to be able to print this article by Judy Colman, former president of ATESOL. *L.H.-L.*

Australia is a federation of seven states and the Australian Capital Territory whose lingua franca is English. It has a population of about 15.5 million people. Of those aged 4 years and over in 1983, roughly 2.4 million or 17% first spoke a language other than English.[1] In what follows I shall refer to this group as coming from non-English speaking backgrounds (NESB). They come from more than 150 countries and speak between them more than 80 different languages of which Italian, Greek, German and the languages of Yugoslavia are the predominant European languages while Chinese languages and Arabic are the most significant non-European languages.

Since 1973 Australia has seen an increase in the proportion of settlers from South-East Asia, Lebanon and Latin America, in contrast to the post-war period when people predominantly of European origin came as new settlers. Given this diverse and recently-arrived NESB population, it is not surprising that there are over 400,000 adults and 575,000 children (aged 5-15 years) who need assistance in learning English as a second or other language.

There are now significant lobby organisations among the ethnic groups bringing pressure on the government to provide language and welfare services to help overcome the educational and social disadvantages many NESB migrants, refugees and their Australian-born children face. In recent years Australia has enacted at state and federal level legislation to provide equal employment opportunities and to prevent discrimination on racial, cultural and other grounds. The federal government has funded language programs for NESB residents since 1947 and now spends more than A$100 million per year on English language tuition for NESB children and adults. Nevertheless, large numbers of non-English speakers are still not being reached through existing provisions, or require more assistance than is in general available. Despite recent improvements in language and welfare provisions, there is a need for continuing pressure to be brought at all levels—local, state and federal—to increase the range and quality of services available.

ATESOL

The lobby group which is working hard in this area is ATESOL, Association of Teachers of English to Speakers of Other Languages, the largest TESOL[2] Association in Australia with

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[1] All figures drawn from the recently published *Report on a National Language Policy* by the Senate Standing Committee on Education and the Arts, Australian Government Publishing Service, Canberra, 1984.

[2] Note that the term "TESOL" is used in this article to describe the work and does not refer to TESOL, the organization.

AUSTRALIA

Continued from page 13

over 450 members. ATESOL is a state organisation but in response to its range of activities it has attracted members from throughout Australia and overseas.

A major new direction achieved at the ATESOL Summer School in January 1985 was the establishment of ACTA (The Australian Council of TESOL Associations), our first national TESOL body with representation from all states, territory and regional TESOL associations. ACTA representatives speak on behalf of approximately 1,000 teachers of ESOL who belong to their local TESOL groups. The inaugural president, Rosalind Strong, is a past president of ATESOL, as is the secretary, Margaret Gray. ACTA will provide a voice for TESOL at the national level and plans to publish a professional journal and, in years to come, to run a national TESOL conference.

TESOL and Education in Australia

In some state education systems, the ESOL teacher presents a parallel English curriculum designed specifically for those with language needs, while in other systems students are withdrawn from mainstream classes for several hours per week. Increasingly popular is the use of the TESOL expert as a resource person in the mainstream classroom with a team teaching approach. The Catholic Education Authority also employs a significant number of teachers of ESOL, with a similar number being employed in other private schools.

There are a large number of teachers of English to adult migrants, refugees and overseas students. The largest employing authorities for these teachers are the government-funded Adult Migrant Education Service (AMES) in each state and the Colleges of Technical and Further Education (TAFE) which provide vocational training as well. Both organizations offer a wide range of courses free to adult students. There are a few private language schools with fee-paying adult migrant students. The AMES also run courses in English in the work place, a home tutor scheme and on-going full-time and part-time community day and evening classes. The TAFE system caters especially for those young adults seeking vocational training by providing ESP courses as well as more general language classes. It also provides basic education programs to newly-arrived non-English speakers.

Overseas students requiring pre-tertiary education are catered for by private schools or, if they are in Austalia under government assistance, by Commonwealth-funded training programs. There are approximately 10,000 NESB foreign students currently enrolled in Australian universities.

Teacher Training

Teacher training in TESOL is an area of great need wher recent initiatives are upgrading the general professionalism of the field. Lobby groups such as ATESOL are working to include TESOL training in the pre-service training of all teachers and to provide a wider range of postgraduate training opportunities for those in the field. Currently, only a limited number of Masters and Graduate Diploma programs are offered for people to study TESOL or applied linguistics. Most employing authorities provide some in-service training programs for the professional development of teachers.

So TESOL is alive and well in this part of the southern hemisphere. Any *TESOL Newsletter* readers wishing to learn more about ATESOL and the ATESOL Summer Schools should contact: The Secretary, ATESOL, P.O. Box 296, Rozelle NSW 2039, Australia.

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There is a limited number of TESOL '85 New York sweatshirts available in medium, large and extra-large sizes for $10.00 each. Send a check or money order to TESOL Sweatshirts, 201 D.C. Transit Building, Georgetown University, Washington D.C. 20057, U.S.A.

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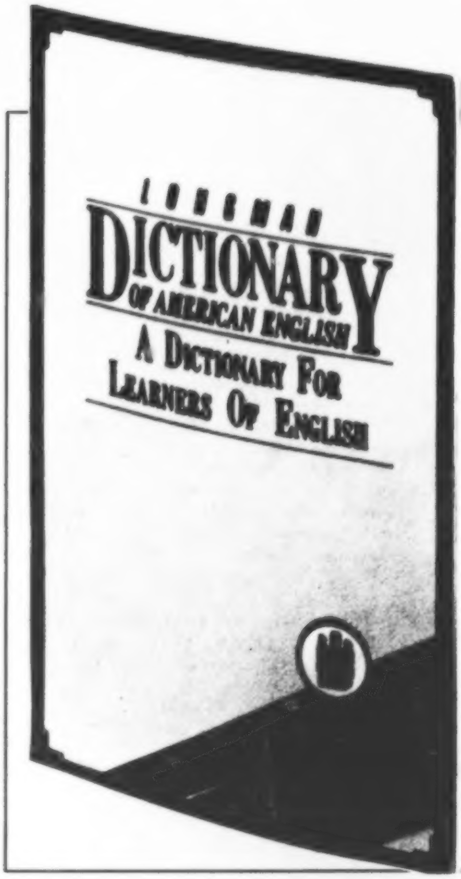
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THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

Quality Components of IEPs*

by Ralph Pat Barrett
Michigan State University
and
Adelaide Parsons
Southeast Missouri State University

Intensive English programs (IEPs) have proliferated across the U.S. in the past decade, but the Institute of International Education's (IIE) Open Doors 1983/84 *reports a significant decline of 16 percent in English language enrollments in the last academic year. While international education professionals analyze the reasons for this decline, interest in the effective administration of IEPs continues.*

In the near future, the Consortium of Intensive English Programs (CIEP), which is affiliated with the Association of Teachers of English as a Second Language (ATESL), will announce a new program of services to assist IEP teachers and administrators.

Ralph Pat Barrett, editor of NAFSA's recent book, The Administration of Intensive English Language Programs, *has prepared, with Adelaide Parsons, the following description of the typical intensive English program.*

The intensive English program (IEP) undoubtedly owes its present form to the archetypal English Language Institute (ELI) at the University of Michigan. The ELI program began in 1941 and was the original training ground for scores of English as a second language (ESL) specialists, who learned their trade under the guidance of linguist Charles C. Fries and later under the tutelage of Robert Lado. As a response to the increasing numbers of international students seeking ESL study in the U.S. during recent decades, many of these former ELI staff members put their training to good use and established programs of their own throughout the country. It is no surprise, then, that we can identify certain common features among the more than 200 intensive programs operating in the U.S. today, characteristics which allow us to say that *this* collection of courses, students and faculty is an intensive English program and *that* one is not.

What are these common characteristics? Let us consider a "typical" IEP and examine its structure, administration, faculty, student body, length of session, organization of curriculum, testing procedures and advisement services.

First, the *typical* intensive English program could be 1) a service unit of an institution of postsecondary education, placed for administrative purposes within an academic department or higher institutional division (school, college, continuing education program or international program) or 2) an independently established or franchised ESL intensive program that has a limited affiliation or no affiliation with any particular institution. Regardless of its degree of affiliation, a *quality* program has sufficient autonomy to insure that its administrators can make their own decisions about ESL-related matters.

Second, our *typical* IEP would have a multilevel program with respect to English language proficiency. It would offer ESL study on at least three levels: elementary, intermediate and advanced. A *quality* IEP would have from four to six levels, each with its own set of classes, texts, materials and teaching techniques. This makes it possible for the student to progress sequentially from one level to the next, sometimes spending as much as a year in ESL training in one IEP.

Third, the *typical* IEP is staffed with a full-time director and core faculty who are professionally trained in teaching English as a second language (TESL) or linguistics and/or who have solid teaching, supervisory and/or administrative experience in the ESL/IEP field. In a *quality* program, the IEP faculty and staff are treated in a manner commensurate with that enjoyed by the faculty and staff of its parent institution. The director and core faculty will supervise the teaching of less experienced instructors—part-time faculty or graduate teaching assistants who are TESL or linguistics majors.

> *In a quality program, the IEP faculty and staff are treated in a manner commensurate with that enjoyed by the faculty and staff of its parent institution.*

Fourth, the students in the *typical* IEP are adults with high school diplomas, most of whom plan to pursue professional training or degree programs in American postsecondary institutions after reaching an adequate level of English language proficiency. A *quality* program would attempt to enroll students from a wide variety of cultural and linguistic backgrounds, usually through the use of special recruiting practices. The major exception to this would be found in the IEPs which deal only with special contract groups, such as the American Language Institute at Georgetown University.

Fifth, the *typical* IEP offers each full-time student from 20 to 30 hours of supervised instruction per week, for a total of 200 or more hours per session. Some programs with short sessions (six to eight weeks) may have fewer total hours while still giving 20 or more hours of classes per week. Of the minimum 20 hours per week, a *quality* program should have no more than five to eight hours devoted to non-classroom instruction, such as language or computer or laboratory field experiences.

Sixth, the *typical* IEP has an on-going program the year around. A *quality* program would arrange its schedule to allow students to continue in attendance without unduly long breaks in their ESL study. Most IEP sessions are tied to the academic calendar of the parent institution (semester, quarter or term) with sessions ranging from 8 to 16 weeks in length.

Seventh, among the different classes offered by the IEP, there is a recognition of the four major language skills: listening, speaking, reading and writing. Usually there is also a class which recognizes the need for English grammar as a necessary supplement to these four skills. The amount of emphasis on any one of these skills or content areas in the IEP curriculum will depend on the student's proficiency level. Also, the amount of integration among classes (the interrelation of material in each class so that the content areas reinforce one another) will vary according to the educational philosophy held by the curriculum designers. Some IEPs offer classes of English for specific/academic purposes (ESP or EAP), which include specialized curricula for those students preparing to enter specific academic fields or professions. A *quality* program does far more than merely prepare the student to pass the Test of English as a Foreign Language (TOEFL), the Comprehensive English Language Test (CELT), or the Michigan Test Battery. Rather, its curriculum is designed to provide the student with those language skills needed to compete successfully in professional or academic training in an English language setting.

Eighth, the IEP will use some kind of standardized ESL test for initial student placement and often a parallel test as a subsequent measure of individual and group progress. A *quality* program will require the new student to take such a test upon his/her arrival on campus. The test usually consists of a battery of subtests which yield multiple scores for diagnostic purposes, with grammar, vocabulary, reading, writing and listening comprehension typically being tested. The most widely used of the commercially available proficiency tests are the TOEFL, the Michigan Test Battery (including the Michigan Test of English Language Proficiency and the Michigan Test of Aural Comprehension), CELT, and the Michigan Placement Test.

Ninth, the *typical* IEP makes a variety of advisement services available to its students, including an initial pre-session orientation program. In addition, *quality* programs provide a full-time student counselor who arranges an ongoing orientation program as well, which acquaints the student with campus/community life and with the expectations of academic study in the U.S. Also, such programs offer their students assistance in academic placement and a variety of acculturation activities, such as an American host family program or a conversation partner program which pairs IEP students with American students.

Continued on next page

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor, *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

This discussion of the desirable attributes of intensive English programs is presented here as an adjunct to TESOL's work on program standards. TESOL's specific standards for programs are now in draft form and will be available next winter. Meanwhile, the ten characteristics discussed here can serve as guides for administrators and faculty of intensive programs. The article is reprinted here with permission from the* **NAFSA Newsletter, Vol. 36., No. 4, February 1985. *C.J.K.*

IEP

Continued from page 15

Tenth, the *typical* IEP has classrooms and other physical facilities commensurate with its parent institution. The classrooms provided by a *quality* program are clean, safe, comfortable and attractive. In addition, it offers its students the use of an academic library, a study area, sports facilities and other expected amenities of an educational institution.

As the IEP concept has developed during the years, there have been significant innovations in the curriculum structure, teaching methodology, instructional materials, teaching media, staffing arrangements and student and program evaluation. Some of these will become standard features in the typical IEP of the 1990s but, for now, the list of characteristics and qualities above represents the most salient features to be found in the typical intensive English program in the mid-1980s.

Note: The address for NAFSA is: National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009, USA. *—Editor*

Report:

Australia: ATESOL Summer School

At the ATESOL Summer School (January, 1985), more than 70 papers were presented by teacher trainers, classroom teachers and researchers in TESOL areas.

The major speakers to the conference were: **M.A.K. Halliday** who gave the keynote address on **The Relation between Linguistics and the Classroom; Sandra Nicholls**, teacher-in-charge of the Inner London Education Authority, Language and Literacy Unit; **Paul Nation** from the English Language Institute of Victoria University, Wellington, New Zealand; **Carole Urzúa** from Lewis and Clark College, Oregon and well-known to many *TESOL Newsletter* readers; and **Charles Beltz** from the Commonwealth Department of Education and Youth Affairs' Language Education Branch which funds many of the TESOL programs in Australia.

Colloquia were run on second language acquisition, an area in which Australia is making a significant research contribution and on computers in second language learning. Other themes which emerged from the conference were racism in TESOL, communicative activities, language across the curriculum, process writing in TESOL, developments in teacher training and reports on the application of discourse analysis to classroom materials particularly in the area of casual conversation.

Several book launchings of recently published Australian materials were held and an expo of non-commercial teacher-produced materials entitled "Show Us Your Stuff" proved to be of great interest.

Anyone interested in learning more about ATESOL and the ATESOL Summer Schools (the next will be held in 1987) should contact: The Secretary, ATESOL, P.O. Box 296, Rozelle NSW 2039, Australia.

Membership of ATESOL costs $Aust30 for individuals and $Aust40 for institutions outside of Australia. We hope we can develop closer links with TESOL organizations in the United States and elsewhere.

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REVIEWS

ON TESOL '83: THE QUESTION OF CONTROL

by Jean Handscombe, Richard A. Orem, and Barry P. Taylor, eds. 1984. Selected papers from the 17th Annual Convention of TESOL in Toronto, March 1983. TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A. (283 pp., $11.50; $10.00 to TESOL members).

Reviewed by Donald A. Sears
California State University, Fullerton

The proceedings of a scholar's convention are published to provide an historical record, to showcase the outstanding or typical papers, to bring written participation to those who could not attend in person, or to allow those who attended a chance to savor at leisure favorite papers. Of these purposes—and all are present in TESOL '83—the most important is the second, the showcasing of papers that should not slip into the silence that follows the days and nights of conference talk. Many of the papers in this volume are in this class, so many that a reviewer is tempted to say a few words about each item. But the process of selection goes on; and as the editors reached the hard decisions as to which papers would be included, so the reviewer must continue to winnow, offering something of what may be tasted or digested, what is most nourishing to the mind of those concerned with the task of fostering English as a second language.

Framing a half dozen papers that present critical insights into the teaching/learning process and almost double that number that suggest techniques and skills for the teacher are four papers that focus on the theme of control, the vitally important control that teachers must maintain over what they teach and how they are to teach it. The teacher, under constant pressure, often subtle and "in the air" and often overt, needs to be constantly aware of the socio-political forces that make up a country's language policy. As the tides of governmental and public opinion shift, the task remains, the task of developing the English competence of the students. In an inspirational address (he conveys his feelings of how we live in exciting times), Frank Smith emphasizes the new world of computers, urging that "Teachers themselves must learn about computers if they are to help students to learn with them." The teachers must take and maintain the control over this powerful means; in themselves computers may as easily destroy literacy as lead us into a "literate world scarcely imaginable." The choice is there in control and *creative* applications.

In the concluding papers of the volume, the matter of control again appears: Mary Ashworth challenges the profession to act individually and through professional organizations to affect educational policies on all fronts from local to national. Elliot L. Judd reminds us of just how political the teaching of English truly is, offering a key to advancement in many parts of the world. Hence the issues are both political and moral, an unnatural but not uncommon marriage. In the shifting dance of teacher, student, and materials, Tom McArthur shows welcome concern for the role of teacher, who is not just a social engineer and judge, but "in turn (is) a kind of victim too, never quite able to sustain the model that he or she is required to sell."

In the conversation of the classroom, the teacher of feeling and rapport will unconsciously adjust speaking codes to project understanding with the learner, and thus the socially demanded target will be subtly adjusted toward the learner's English. Without offering an easy solution, McArthur does urge that the assumptions of teacher, students, and institution (reflecting those of society) be brought into conscious examination: only when overt can attitudes cease to control.

Along the way to these concluding papers lie riches that deal in a more focused way with ESL in the classroom (Enright, Guthrie, Ellis, Chamot), composition (McKay, Zamel), reading (Devine, Pakenham, Haynes), pronunciation (Dickerson). Pedogogical papers offer workable approaches to activity and observation (Allen, *et al.*), classroom interaction (Enright and Guthrie), narrative (Harris, Silberstein), and testing (Brown).

For this reviewer there was special stimulation in the papers dealing with Limited English Speaking children (LES). Introduced indirectly by D. Scott Enright's presentation of differing classroom systems of organization and implicit in McArthur's paper, the problems of dialect variation are most fully set forth by Beverly Flannigan in her study of "Bilingual Education for Native Americans." As she so aptly points out, the choice is not merely what standard English is to be taught, but how the chosen target is to relate to Native American English that may have developed over several generations from a pidgin to a full creole. This study may profitably be read in conjunction with Sandra Silberstein's examination of cultural differences in the techniques of oral narrative. She contrasts two families who have over three generations maintained differing techniques, reminding us that membership in different speech communities is based on such factors as age, gender, ethnicity, and *family*. The family differences she illustrates are helpful in coming to grips with cross-cultural confusion between teacher and students.

The cultural dimensions of bilingual and bidialectal education are traced into reading by Joanne Devine, who demonstrates that a student's internalized model may vary from that expected by the teacher. She suggests strategies for minimizing the mismatch of assumptions. Thus the reader of this collection is ready to approach with renewed interest Harry Krasnick's suggestions of how to bring a student to both linguistic and cultural competence.

In this skimming of the rich material in the report from TESOL '83, the reviewer has been able merely to suggest the offered wealth of food for thought and fodder for the classroom. There is something for everyone—whether they work with the youngest of elementary children or with mature adults, whether they teach the newly arrived monolingual immigrant or the LES student whose family has been here for generations. All can enjoy and profit.

About the reviewer: Don Sears teaches both English and linguistics at Cal-State University, Fullerton. He is co-author of *Aspects of Language*, 3rd ed. (Harcourt), as well as a volume of poetry, *The Magellan Heart* (Harian).

OUTSIDERS: AMERICAN SHORT STORIES FOR STUDENTS OF ESL

by Jean S. Mullen. 1984. Prentice-Hall, Inc.: Englewood Cliffs, New Jersey 07632, U.S.A. (233 pp., $9.95).

Reviewed by Sally Jacoby
Tel Aviv University

In listing the main features of *Outsiders: American Short Stories for Students of ESL*, author Jean Mullen addresses herself to what is perhaps a paradoxical situation: that "foreign students in degree programs in the United States are still required, even in this age of emphasis on technology, to study literature" (p. xix), while ESL "instructors [are] used to teaching grammar and composition, not literature" (xxi). In order to bring literature closer to those who might prefer avoiding it in the ESL classroom, Mullen has obviously put a lot of effort into producing a high-level textbook with some original ideas for exercises. Nevertheless, the book's fundamental shortcomings indicate that not all has been resolved concerning the approach to literature in ESL curriculum.

Technically this collection of short stories is ideal for ESL learners. The length of each text is manageable and the swift reaching of epiphanaic climax is what makes short stories so appealing. The eleven stories, all written in realistic style, contain a wealth of "real" American language in context and details of American life in all its diversity. The authors chosen were all published in this century but are nevertheless a broad sample of men and women from different parts of America, different races and ethnic groups. Although most of the stories take place before 1950, the period from World War I to 1950 is well suited to the overall connecting theme of being an outsider in America. Foreign students should have no trouble identifying with this theme even though many of the outsider characters are actually alientated, not immigrants. What strikes me most favorably about Mullen's choice of stories is that they are all good works of literature, by which I mean that they all have strong characterization, sharp conflict, forward-moving action, emotional impact, and where relevant, humor and surprise.

Also impressive is the extensive way in which the book handles the vocabulary of these unsimplified texts. Glossed right on the pages in which they appear, the vocabulary items on every page are grouped into three separate lists: glossary, which includes words and phrases needed for a particular story but which "would not be particularly useful additions to your own active vocabulary" (pp. 10-11); *informal speech*, which includes colloquialisms, slang, idioms and seemingly ordinary expressions that foreigners often find puzzling though the words are familiar (e.g., "is bound to," "get along without"); and *standard vocabulary*, which in-

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OUTSIDERS

Continued from page 17

cludes those items learners will frequently encounter in reading of all kinds and which should thus be most useful to acquire as part of their active vocabulary.

In addition, every gloss is labelled with an abbreviation identifying it as one of the 35 categories of lexical stylistics listed and briefly explained in Chapter I (e.g., "swear word," "metaphor," "perjorative"). Such meticulous treatment of lexis not only makes the texts readily accessible to the reader but also frees the instructor from having to act as a supplementary dictionary and guide to American civilization.

Thirdly, Mullen is to be commended for the large number and wide variety of exercises set after each story. Students are asked to reinforce vocabulary; practice grammar constructions, do some analysis of plot, character, theme and structure; deal with the inferential level of the texts; read aloud; prepare oral reports in groups; role play; express their views; compare stories; and work on expository and stylistic writing skills. Interspersed with teaching points, the exercises are well laid out and preceded by clear directions. The book even ends with a sample exam typical of freshman literature courses.

But perhaps it is with the exercises that some of the weaknesses in the book begin to be apparent. Too many of them are not really related to the literary texts. For instance, after the second story, there is a cloze passage about real circus midgets, ostensibly related to the not-so-significant fact that the main character in the Hughes story had been a circus midget, but the task elicited is merely one of filling in the right pronouns as a practice drill for its own sake. The more extensive composition exercises occasionally ask the student to actually write about the stories (e.g., a cloze summary or an outline of some of the aspects of a story).

But, although quite a few are first-rate composition exercises in themselves (e.g., writing objective and subjective descriptions; creating similes), taken together they are a somewhat disjointed "Highlights of Basic Comp" which would be better utilized in a full-fledged writing course. Some of the problems with the exercises are missed opportunities. For instance, after the Porter story, written almost entirely in indirect speech, two exercises have students transpose unrelated sentences written by Mullen from indirect speech and vice versa. The culminating exercise is quite an ambitious group project to transpose the entire story (which Mullen has already broken into ten "scenes") into direct speech and to act out the dialogue. I suspect students will enjoy the role playing and gain mastery of the manipulation of direct and indirect speech, but there should have been activities to make the students find the transitions in the action themselves and to deal with the effect of the original text's indirect speech as a literary device. Halliday's famous syntactic analysis of *The Inheritors* is an excellent example of how linguistic analysis reveals the significant patternings that lead the reader from language through action, character, and point of view to various levels of theme and symbolism, all of which produce "the impact which the text has upon us" (Halliday 1973:112). By putting the emphasis on the learner's mastery of vocabulary, grammar, and style, Mullen has reduced much of the literature to mere jumping-off points for generalized language practice.

And this brings us to the central problem of the book. Mullen seems afraid to admit that literature, even realistic literature, is art—*Wortkunst* ("word-art"), as German is able to say. She clearly wants to deal with literature as literature: Chapter I introduces basic literary concepts and there are good exercises that use them for analysis of plot, character and structure, but they are not enough and tend to concentrate on Mullen's "art as imitation of life" premise. Only in the last unit does Mullen include an exercise in the cumulative effect of work repetition (pp. 221-222). Frequent use of linearly organized plot questions misses opportunities to connect actions, words, and characters spread out over an entire story. In "Senor Payroll," for example, each directive from the Company is treated separately to facilitate comprehension, but no question pulls them together as a development, even though rising and falling action is one of the key concepts in Chapter I. The many stimulating inferencing questions derive from Mullen's rather original analogy drawn in Chapter I between the observation and inferencing done by scientists and similar activities done by writers and readers of fiction. Yet, except for one good exercise right after the first story, in which students are asked to rate the likelihood of a given set of inferences suggested for specific sentences from the text, and several solid search tasks concerning the connotative language of a literary text (and not just from one sentence) to perceive significant structural elements and construct meanings. Disappointingly, when Mullen does deal with literary devices and thematics she usually states the theme or points to the device and has the student talk or write about them. She even does that with her example literary text in Chapter I: a fable by Aesop—an intriguing choice considering the book's focus on realistic literature. If Halliday is right, Mullen should have asked the students to do more in the way of finding the patterns, identifying the devices, and building up to themes themselves.

Roman Ingarden (1973:163) has stressed that "the literary work is not read as a work of information." To him reading literature is an aesthetic cognitive process that absorbs the reader into the reality created by the work, while the reading of science involves the cognition of propositions that must be tested against the knowledge and logic of the world outside the text. Mullen has produced a textbook which partly deals with literature as art and partly retreats from that position. She seems to think that aesthetics is way beyond the capabilities of, say, a Japanese engineering student, but then urges him to try anyway with a woefully small packet of tools and exercises. It is a pity that her book doesn't make use of the fact that all cultures have art and tales, many even written literatures, which foreign college students presumably have had experience with. The key to ESL instruction in literature may therefore lie not in language as the main focus, nor in only using realistic literature because that's easiest for teaching about America, nor in watering down and dictating a set of literary concepts derived from classical poetics, but in first getting that Japanese engineering student back in touch with his own culture's artistic and literary forms (often a far cry from American realism) and using *them* as the bridge to the art and literature of others. The solution to the educational dilemma mentioned at the outset of this review is not to make literature appear "almost like science," but to find a way to allow it to be its aesthetically complex self. Mullen has taken a refreshing stab at some of the tasks. But ESL still has a long way to go.

About the reviewer: Sally Jacoby teaches EFL reading strategies and comprehension at Tel Aviv University in Israel.

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WRITING A RESEARCH PAPER

by Lionel Menasche. 1984. University of Pittsburgh Press, 127 Bellefield Ave., Pittsburgh, Pennsylvania 15260, U.S.A. (xii + 128 pp., $5.95).

Reviewed by Anne Lindell Hagiwara
Eastern Michigan University

Most teachers of university or pre-university ESL students would probably agree that writing a term paper, or at least an extensive report, is an important component of an advanced level writing course. Yet what has been lacking in the curriculum up until now is a suitable textbook for research paper writing geared specifically to the needs of ESL students. While it is true that some writing books, such as McKay and Rosenthal (1980) and Reid (1982), include a chapter or chapters dealing with the research paper, the information contained therein is either incomplete or inadequate, and teachers have been left with the task of providing supplementary materials or writing a coursepack to prepare their students properly. Finally in 1984, at least two books on research papers appeared on the market, ***Research Matters*** by Liz Hamp-Lyons and Karen Berry Courter and ***Writing a Research Paper*** by Lionel Menasche. This review will focus on Manasche's text.

What Menasche has so carefully and clearly written is a step-by-step, right-to-the-point kind of manual, complete with explanations, examples, and well developed exercises to guide students in the process of preparing a research paper. The book is divided into eighteen short units, plus appendices, glossary, and index and is meant to be used in a writing class of fifteen weeks duration where the research paper takes up one-third of the syllabus.

Menasche begins by discussing different types of research papers and makes the often overlooked distinction between a report, which many undergraduates write, and an argumentative paper, with a true thesis. He next treats choosing a subject and using the library. The unit on the library is excellent, with examples and exercises that make the students use the card catalogue, the ***Reader's Guide to Periodical Literature***, the specialized indexes for a particular subject, and the reference section of the library. The next area is the narrowing of the topic, and students again use the library to find reference sources for their specific subjects in order to come up with a preliminary bibliography, a preliminary thesis statement, and a preliminary outline.

One of the best chapters of the book is Unit 9 on plagiarism. Menasche clearly explains what plagiarism means, how to identify plagiarized statements, and how to avoid plagiarizing. As an example, he cites an original text and then

Continued on next page

RESEARCH PAPER

Continued from page 19

shows how certain rearrangements of parts of the text constitute plagiarism, while other rearrangements do not. There are also exercises for students to do in order to practice detecting plagiarized statements.

Another valuable chapter is the one on note taking. Menasche suggests that students use large note cards, writing direct quotations on some, paraphrases of the same information on others, summaries of what the author said on still other cards, and finally combinations of these three types on an even different set of cards. Menasche includes examples and exercises which should be extremely helpful to students and teachers both.

Revising the thesis statement, revising the outline, writing a rough draft, a preliminary draft, and at last the final draft, are all covered in separate chapters through Unit 16 of the book. The format of the research paper is then illustrated in detail, one example by using the APA (American Psychological Association) style, another one the MLA (Modern Language Association) style, and a third one, a scientific style. A sample of a short student-written term paper, complete from cover sheet through bibliography is included for each editorial style. These three models give students the opportunity to see what a term paper actually looks like before writing one of their own.

A term paper schedule with dates is appended to the end of the book to show the reader when each part of the research writing process is due, from submitting the topic through the final draft, taking a total period of ten weeks. Suggested grade points are also given for each part. These procedures make students aware of exactly what is expected of them and what part of their term paper grade will be determined by the preliminary bibliography, the note cards, the outline, and the preliminary draft, all to be handed in by specific dates, as well, of course, as the final, completed version. Obviously, teachers may modify (or even choose to ignore) the schedule and grading formula to suit the needs of their own class.

The strengths of *Writing a Research Paper* lie in its clear and straightforward style. The examples and directions are easy to understand and follow, unlike a more complicated text where the reader tends to be overwhelmed by too much information and detail. Again, there are excellent exercises for every point covered, and both students and teachers should enjoy learning from this book. It is certainly a welcome addition to the field and fills a gap in the advanced composition curriculum.

About the reviewer: Anne Lindell Hagiwara teaches ESL and French in the Department of Foreign Languages and Bilingual Studies at Eastern Michigan University. She is also an ESL textbook author and manuscript reviewer.

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McKay, Sandra and Lisa Rosenthal. 1980. *Writing for a specific purpose.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

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BOOK REVIEWS

Please address reviews and/or inquiries to Ronald D. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

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CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

INTESOL '85 — BRING THE CLASSROOM ALIVE

The seventh annual INTESOL Conference will be held on September 28, 1985 at Ball State University in Muncie, Indiana. The theme is **INTESOL '85 — Bring the Classroom Alive.** INTESOL is soliciting papers and presentations of interest to a varied membership: TESOL in elementary and secondary school, TESOL for ABE programs, TESOL in higher education, and TESOL for special purposes and groups. For additional information, please contact the conference chair: Dr. Christopher Ely, Department of English, Ball State University, Muncie, Indiana 47306, USA. Telephone: (317) 285-8459.

1985 MIDWEST REGIONAL TESOL CONFERENCE

The fifth annual **Midwest Regional TESOL Conference** will be held at the Pfister Hotel in Milwaukee, Wisconsin, October 17-19. Affiliates representing thirteen states will participate in the conference. Among the featured speakers will be **John Fanselow,** Teachers College, Columbia University, and **Joan Morley,** University of Michigan. For further information, contact: Lawrence H. Bell, The University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, Wisconsin 53201, U.S.A. Telephone (414) 963-6660.

FIRST SOUTHEASTERN USA REGIONAL TESOL CONFERENCE

The first **Southeastern USA Regional TESOL Conference** will be held October 24-26, 1985 in the Urban Life Conference Center of Georgia State University located in downtown Atlanta, Georgia. The conference is co-sponsored by several southeastern U.S. TESOL affiliates. It will include plenary sessions, school visits, local and publishers exhibits, and presentations in the form of colloquia, papers, demonstrations, and workshops. For further information, please contact: D. Scott Enright, Department of Early Childhood Education, Georgia State University, University Plaza, Atlanta, Georgia 30303, USA. Telephone: (404) 658-2584 or 2589.

OKTESOL CONFERENCE CALL FOR PAPERS

The fourth annual OKTESOL Conference will be held on the campus of Tulsa University on November 2, 1985. The theme for this year's conference will be **High Tech in ESL,** with emphasis on the use of video and computers in the classroom. The program committee invites the submission of abstracts for papers and demonstrations of either forty-five minutes or one hour. Please send three copies of the one-page abstract, titled but anonymous, to: Jimi Hadley, ELS Language Center, 1915 N. W. 24th, Oklahoma City, Oklahoma 73106, U.S.A. Include a 3" x 5" card with the title, your name, and address. Deadline for submission of abstracts is July 1, 1985.

CATESOL REGIONAL CONFERENCE

The **Los Angeles Area CATESOL Regional Conference** will be held on November 2, 1985 at California State University, Northridge. This year's conference co-chairs will be Paul Hamel and Joyce Evans. For more information, please write to: Paul Hamel, 13561-A Valerio Street, Van Nuys, California 91405, USA.

PACIFIC NORTHWEST REGIONAL TRI-AFFILIATE CONVENTION

The **Pacific Northwest Regional Tri-Affiliate Convention** sponsored by B.C. TEAL, ORTESOL, and WAESOL will be held in Seattle, Washington on November 14-16, 1985. Invited speakers include **Stephen Krashen, Frank Smith,** and **Jean Handscombe.** The program committee is accepting proposals for papers, panels, and workshops of either one-hour or two hours in length. To request a proposal form, contact: Donn Callaway, Program Co-Chair, WAESOL, P.O. Box 85038, Seattle, Washington 98105, U.S.A. Proposals are due September 15, 1985.

TEXTESOL STATE CONFERENCE ANNOUNCED

The five Texas affiliates of TESOL will hold their **Sixth Annual Statewide Conference** at the Hilton Hotel in Austin, Texas, on November 8-9, 1985. Interested persons should write TEXTESOL '85, c/o Intensive English Program, 1103 West 24th Street, Austin, Texas 78705, U.S.A. for additional conference information and call for papers.

CALLS FOR PARTICIPATION AT TESOL '86

RESEARCH IN READING

Reading researchers interested in participating in the 4th Colloquium on Research in Reading in a Second Language at TESOL '86 in Anaheim are invited to submit abstracts describing current research on any aspect of L_2 reading within an interactive model. Send brief abstracts to Joanne Devine, English Department, Skidmore College, Saratoga Springs, NY 12866, USA, by August 15, 1985.

COMPUTER-ASSISTED LANGUAGE LEARNING

NOW is the time to think about participating in the 1986 TESOL Convention in Anaheim, California. The CALL Interest Section will be submitting several proposals for activities to the consideration of the convention chair:

1) The third annual *Software Fare*, a forum for designers of new, non-commercial software to show their wares and receive feedback and commentary from teachers.

2) A *Colloquium on CALL Research*, a panel where presenters can discuss their areas of research in CALL and respond to questions.

3) A *Colloquium on Software Reviews*, a forum for short reviews of software in use and open discussion of the advantages and disadvantages of the various packages.

4) A *Colloquium on Teacher Applications of CALL*, short presentations by teachers who use CALL describing application techniques and integration of CALL into the curriculum.

Those interested in participating in any of the above should send a short description of their proposed presentation (100 words), indicating the event and any hardware or AV requirements, to the associate chair of CALL-IS: Macey McKee, WESL Institute, Western Illinois University, Macomb, Illinois 61455, U.S.A.

There is no time to lose! We must have your proposals in time for us to meet the TESOL submission deadline, August 28, 1985.

LANGUAGE DEVELOPMENT CONFERENCE AT BOSTON UNIVERSITY

The Boston University School of Education is holding its **10th Annual Conference on Language Development** on October 25-27, 1985. Papers on first and second language acquisition, bilingualism, theoretical linguistics, discourse, ASL and deafness, reading, writing and language disorders will be featured. This year's keynote speaker is **Daniel Slobin** from the University of California at Berkeley. For more information write: Language Development Conference, School of Education, Boston University, Boston, Massachusetts 02215.

NEW WAVE XIV COLLOQUIUM

The **Fourteenth N-WAVE Colloquium** will be held at Georgetown University, Washington, D.C., on October 24-26, 1985. The Colloquium will include papers by featured invited speakers as well as by other established and younger linguists in the areas of linguistic and sociolinguistic variation; language change (including pidginization and creolization); language use (including discourse analysis, pragmatics, and ethnography of communication); and applied sociolinguistics (including first and second language acquisition). In addition, several workshops will focus on these topics and on applications of computers to research on language variation.

Abstracts for papers in these and related areas are currently being solicited. Please submit five copies of a one-page abstract, on which your name does not appear, and a 3 x 5 card, containing your name, address, affiliation, and title of paper, **by September 13** to: N-WAVE XIV, Ralph Fasold, Department of Linguistics, Georgetown University, Washington, D.C. 20057, U.S.A. Telephone: (202) 625-4832.

ILE INTERNATIONAL SEMINAR ON LANGUAGE TEACHER EDUCATION: FUTURE DIRECTIONS

The first Institute of Language in Education International Seminar will be held December 16-18, 1985 in Hong Kong. The central theme of the seminar is **Language Teacher Education: Future Directions** and the sub-themes are "Social and Linguistic Perspectives in Language Teacher Education," "Course Development in Language Teacher Education," and "New Directions in Assessment in Language Teacher Education."

For more information, write to Verner Bickley, Director, Institute of Language in Education, Park-In Commercial Centre, 21/F, Dundas Street, Kowloon, Hong Kong.

WHIM CONFERENCE ON AMERICAN HUMOR

The fifth annual WHIM Humor Conference will take place March 29-April 1, 1986 at Memorial Union of Arizona State University. The theme will be **American Humor.** For more information, write to: Don and Alleen Nilsen, WHIM Conferences, English Department, Arizona State University, Tempe, Arizona 85287, USA.

TESOL '85 ANNUAL CONVENTION IN NEW YORK CITY

Proceedings of the Legislative Assembly

1. The Legislative Assembly of TESOL was convened at 4:25 p.m. on Friday, April 12, 1985 . . . President Charles H. Blatchford presided.

Agenda:

1. Call to order
2. Approval of agenda
3. Election of candidates to Nominating Committee
4. Announcements and introductions
5. President's report
6. Executive Director's report
7. Report by Chair of Rules and Resolutions Committee
8. Passing of the gavel
9. Business from the floor
10. Adjournment

2. The agenda was approved unanimously.

3. The meeting was turned over to Dr. Lee Demeter, Parliamentarian, to conduct the election to the Nominating Committee. . . . Nine volunteer tellers were accepted, ballots were distributed, Anna Chamot served as timekeeper, and presentations were made in favor of each of the ten candidates. There was a question from the floor if voting for only one candidate (instead of two) on a slate was permissible. The Parliamentarian replied that *Robert's Rules of Order* says that "bullet voting" is permitted if the organization does not have a position on this matter. After the votes had been collected by the tellers, the Parliamentarian turned the meeting back over to the TESOL President.

4. The President made announcements and introductions, recognizing the **Local Committee** for the Convention, the **Marckwardt award recipients**, and the **Tennessee Teacher of the Year, Susan Gendrich.** The Executive Director recognized the **recipients of the USIA/IIE awards.** Past Second Vice President Penny Larson announced the following newly elected Associate Chairs of Interest Sections:

Teaching English Internationally (formerly Teaching English Abroad): **Greg Larocque,** Public Service Commission of Canada
English for Foreign Students: **Vicki Bergman,** University of California at Irvine
Elementary Education: **Sarah Hudelson,** Florida International University
Secondary Schools: **Helene Becker,** Fulbright Rome
Higher Education: **Nancy Strickland,** University of Texas at El Paso
Bilingual Education: **Nancy Villareal,** New York City Schools
Adult Education: **Andreas Martin,** Newbury House Publishers
Standard English as a Second Dialect: **Kay Payne,** Howard University
Applied Linguistics: **Paula Lieber-Schlusberg**
Research: **Craig Chaudron,** University of Hawaii-Manoa
Refugee Concerns: **Cao Anh Quan,** University of Miami Lau Center
Teacher Education: **Donald Freeman,** School for International Training
Computer Assisted Language Learning: **Macey McKee Taylor,** Western Illinois University
Program Administration: **Rosalie Porter,** Newton (Massachusetts) Public Schools

5. The President gave his report, saying that the reorganization is on schedule, and that some changes in the Bylaws are needed which will be referred to later. He announced the members of the Search Committee for a full-time executive director, as follows: **John Fanselow** (Chair), **Howard Morarie, Elite Olshtain, Marsha Robbins Santelli,** and **Peter Strevens.**

The results of the election for members of the Nominating Committee were announced: from the Affiliate Council slate—**Cheryl Brown** (Intermountain) and **Denise Staines** (France); and from the Section Council slate—**Diane Larsen-Freeman** (Research) and **Dorothy Messerschmitt** (Teacher Education).

6. The Executive Director read a proclamation received from the Governor of the State of New York (see page 23) and then read his own report (see below).

7. The Chair of the Rules and Resolutions Committee, **John Haskell,** explained that proposed amendments to the Bylaws would provide for the orderly selection of alternates to the official delegates named to the Affiliate and Section Councils. He moved that the following amendments be accepted into the Bylaws:

(a) Add a new section, 4, to Bylaws VII-B as follows:

> "When a section selects its representative(s) to the Section Council, it shall also select one or more alternates who shall be authorized, in the absence of the designated representative(s), to represent the section at meetings of the Section Council."

(b) Add a new sentence to Bylaws VII-D as follows:

> "When an affiliate selects its representative to the Affiliate Council, it shall also select one or more alternates who shall be authorized, in the absence of the designated representative, to represent the affiliate at meetings of the Affiliate Council."

(c) Add the following words in line 3 of Bylaws VII-E after the words 'name of its representative(s)':

> ". . . and its alternate(s) . . ."

The motion was passed unanimously.

Four courtesy resolutions were proposed by the Committee Chair and approved by acclamation (see page 23).

8. The TESOL gavel was passed by the President to the incoming President for 1985-86, **Jean Handscombe.**

9. There was no new business from the floor.

10. The Assembly was adjourned at 6:20 p.m.

Executive Director's Report to the Legislative Assembly

The Bylaws of TESOL direct the Executive Director to make an annual financial and membership report to the Executive Board and provide a summary of the report to the Legislative Assembly.

At the conclusion of the preceding fiscal year, October 31, 1984, TESOL had a fund balance of $263,949, which included cash assets of $180,732. Revenues collected during the fiscal year totaled $945,730; expenses paid during the same period totaled $1,001,247. The deficit of revenues collected over expenses paid was $55,517; this deficit was covered by borrowing from our reserves, which had been carefully husbanded for such needs as well as for future projects.

The membership total at the end of 1984 was 10,751, a decrease of 71 members from the total at the end of the preceding year. Out of the total membership, 53% are regular members, 19% student members, and 18% are institutional members. An analysis of our membership records at the end of 1984 showed that nearly 80% of our members renew their membership in the organization. Although the membership decreased by 71 members in 1984, we find that we have received 155 new memberships during these five days of the convention alone.

TESOL now has 14 Interest Sections; the breakdown of primary membership in these Interest Sections is as follows:

Teaching English Internationally	1738
English for Foreign Students in English-speaking countries	499
ESOL in Elementary Education	543
ESL in Secondary Schools	625
ESL in Higher Education	1696
ESL in Bilingual Education	251
ESL in Adult Education	1014
Standard English as a Second Dialect	72
Applied Linguistics	735
Research	160
Refugee Concerns	183
Teacher Education	215
Computer Assisted Language Learning	199
Program Administration	104

In keeping with the TESOL Constitution, elections were held by mail ballot for new officers and members of the Executive Board. I wish to announce to you the results of that ballot: for First Vice President (and incoming President)—**Joan Morley;** for Second Vice President—**Michele Sabino;** Member-at-Large of the Executive Board—**Dick Allwright;** Board Member representing affiliates—**Hector Peña;** and Board Member representing Interest Sections—**Carole Urzúa.**

Also in keeping with the TESOL Constitution, the Chair of the Nominating Committee for the coming year is chosen by the Executive Board from among the four elected members of the retiring committee. I wish to announce to you that the Executive Board has chosen **Mary Hines** to fill that position for 1985-86.

Each year I am gratified to see what a strong slate of candidates TESOL is capable of fielding. It is a sign of the vitality of the organization that we have such a large pool of thoroughly competent, dedicated members to choose from. I want to express my thanks to those who ran and did not succeed, to assure them that they have many friends in TESOL, that their efforts are recognized by the organization, and to encourage them to continue to serve the profession as they have been doing so well.

COURTESY RESOLUTIONS 1985

RESOLUTION ONE

Whereas There's a high voltage lady named **Jean,**
Whose 'lectricity set up this scene,
While New York's been aglow,
Our **Jean** wouldn't know,
She's had twelve hundred abstracts to glean!

Whereas Each **Day**, every **Day**, and all **Day**.
Cathy's humor and wit never stray.
From morning till night
In the dark and the light
She's made planning this week look like play!

Whereas **Jean** has sacrificed her dining room table to the cause of TESOL;

Whereas **Cathy's** dog, Shelly, has sacrificed its mistress' tender, loving care;

Jean McConochie Cathy Day
Photo by Eric Grumbacher

Whereas between them, **Jean** and **Cathy** have produced a convention which has more than met the needs of TESOLers in its quality, quantity, and variety, and in many small and thoughtful ways;

Whereas they have done this with skill, ingenuity, care and kindness;

Be it therefore resolved that this Convention offer these two stalwart workers our heartfelt thanks with a round of applause for a difficult and arduous job well done, that has brought calm to us all by their calm and caring manner.

RESOLUTION TWO

Whereas **Linda (Toby) Tobash** and **Jim Lydon** wished us to take a BIG bite out of the Big Apple and spent a year making this convention GOLD 'N DELICIOUS;

Whereas **Toby's** task was no Mardi Gras, especially the van trip from LaGuardia;

and

Jim . . . Hackin' in Manhattan, had not time for jokin' in Hoboken (and Rayme/rame/, his cat, can attest to that);

Linda Tobash Luis Carrillo Jim Lydon
Photo by Eric Grumbacher

Whereas **Jim** and **Toby** have kept us entertained, coordinated and loose, and **Luis** has kept us in neon and light with his designing eye; the entire **Local Committee** visualized, organized, and synchronized this Gotham work, at which teachers learned, linguists spoke, researchers found, administrators planned, computers ticked and people clicked, in giving TESOL this 19th Annual Convention;

Be it therefore resolved that all of us TESOLers wish the **Local Committee** a wonderful time and party in that loft and then plenty of time to sleep and rest;

Be it further resolved that TESOL thank the **Local Committee, one and all,** and express its gratitude and appreciation for the monumental task accomplished.

RESOLUTION THREE

Whereas Her leadership has been appreciatively seen
From Miami through New York and between,
Be it hereby resolved that our love and esteem
Be accorded to irreplaceable **Darlene!**

Whereas **Darlene Larson** has served TESOL professionally, politically, passionately;

Whereas **Darlene** may now rock around the clock with husband **Gerry** in Shenorock,
and do what other ESL pros do
at N. Y. U.;

Be it therefore resolved that TESOL extend a unanimous vote of thanks and appreciation for her many years of continuous and selfless dedication and service.

Photo by Lars LaBounty
Darlene Larson

Affiliate and I.S. Council Select Executive Board Candidates

At their respective business meeting at TESOL '85 both the Affiliate and Interest Section Councils selected three nominees to stand for election as representatives of their groups to the TESOL Executive Board for 1986-89. The names of the Affiliate and Interest Section nominees below will be added to the slate being prepared by the TESOL Nominating Committee (see page 2).

Affiliate Council nominees:

Mary Ann Christison (Intermountain TESOL—Idaho, Montana, Utah and Wyoming)

Andrew Cohen (IsraTESOL—Israel TESOL)

Fraida Dubin (CATESOL—California Association of TESOL)

Interest Section Council nominees:

David Barker (Secondary Schools)

Ray Graham (ESOL in Elementary Education)

Shirley Wright (Program Administration)

COMING
More TESOL '85 Reports
in the August issue

RESOLUTION FOUR

Whereas **Charles Blatchford** has brought a rainbow of color into our lives with his multitudinous memoranda in a myriad meld of magenta, pumpkin, rose, mint, banana, cherry, and spumoni;

Charles Blatchford
Photo by Lars LaBounty

Whereas **Charley** has demonstrated his willingness to take it off . . . take it almost *all* off, on behalf of his dedication to the organization;

Whereas **Charley** has devoted an enormous amount of time and effort to TESOL during many long years of dedicated service to the organization and its awareness to color;

Be it therefore resolved that **Charley** be allowed some free time now, to polish up on his Polish (in random order) on marigold, and check up on his Chinese (sequentially) on red;

Be it further resolved that TESOL thank **Charley Blatchford** in gold, and honor **Charley Blatchford** in blue; that TESOL etch his name in multi-colored stone, and bronze his flashing smile.

New York's Governor Cuomo Bids TESOLers Welcome

Education is one of the most vital functions in a free society, and the acquisition of language and the ability to communicate are of the utmost importance to all who live in this great country.

Teachers of English to Speakers of Other Languages is an international organization for those concerned with the teaching of English as a second or foreign language.

The organization is dedicated to promoting scholarship in the teaching of English and committed to strengthening all levels of instruction and research in teaching English to speakers of other languages.

Members of Teachers of English to Speakers of Other Languages from around the world will gather in New York City during the week of April 7 to meet and exchange ideas and listen to experts in the field. It is fitting that the efforts of these highly trained professionals be given recognition and appreciation by all New Yorkers.

Now, therefore, I, Mario M. Cuomo, Governor of the State of New York, welcome the members of

Teachers of English to Speakers of Other Languages

to New York State and extend best wishes for a successful meeting.

Mario M. Cuomo

April 4, 1985

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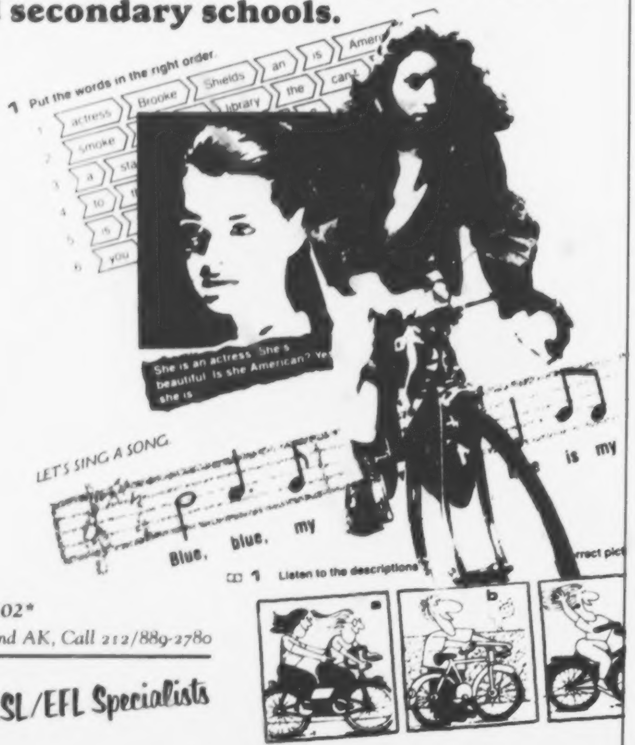

1 Put the words in the right order.
actress
Brooke
Shields
an
is
America
smoke
library
the
can
She is an actress. She's beautiful. Is she American? Yes she is.
LET'S SING A SONG
Blue, blue, my
is my
1 Listen to the descriptions
a
b

AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison
Snow College

1st Caribbean TESOL Convention Held

The first Caribbean TESOL Convention held in Santo Domingo, Dominican Republic on January 18-20, 1985 was an overwhelming success with over 400 people in attendance. The convention had both national and international participation with representation from the provinces of the Dominican Republic as well as visitors from Haiti, Puerto Rico, Venezuela, Colombia and the United States.

Guest speakers who led plenary sessions as well as workshops included **John Fanselow, Mark Clarke, John Wood, Delores Rick, Héctor Peña, Donald Byrd, Fr. Edward Justen,** and **Tina Carver.** Workshop leaders included such local professionals as **Raul Billini, Teofilo Barreiro, Ellen de Perez, Meg Brooks, Helen Faber** and **Penelope de Cordova.** There were over 40 workshop leaders.

International publishing companies were also very supportive of this venture. Many of them as well as local distributors also attended, displaying teaching materials as well as giving both commercial and academic presentations.

Participating countries at this convention have decided to continue to support each other's annual conventions as well as to hold annual Caribbean TESOL conventions. The 1986 convention will be in Venezuela, 1987 in Haiti, and 1988 in Puerto Rico.

A special thanks to **Carole del Villar, Rocio Billini de Franco, Astrid Trujillo,** and **Fred Bechetti,** the conference organizers.

UPCOMING TESOL CONFERENCES

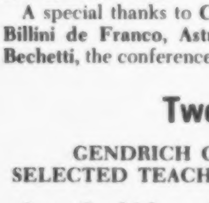
June 24-August 27	TESOL/LSA Institute, Washington, D.C.
July 12-13	TESOL Summer Meeting, Washington, D.C.
July 14-18	ISRATESOL and ETAI, Jerusalem, Israel
September 14-16	JALT, Kyoto, Japan
September 21	LOS BESOL Fall Workshop, Columbia, Pennsylvania
September 28	Indiana TESOL, Muncie, Indiana
October 4-5	WATESOL Convention, College Park, Maryland
October 11-12	TEXTESOL V Conference, Arlington, Texas
October 11-12	Intermountain TESOL Conference, Salt Lake City, Utah
October 17-19	5th Midwest Regional Conference, Milwaukee, Wisconsin
October 18-20	NYSTESOL Conference, Syracuse, New York
October 25-26	1st Southeast Regional Conference, Atlanta, Georgia
October 25-26	Ohio TESOL Conference, Athens, Ohio
November 2	OKTESOL, Tulsa, Oklahoma
November 8-9	TEXTESOL State Convention, Austin, Texas
November 14-16	1st Pacific Northwest Regional Conference, Seattle, Washington
November 15-16	COTESOL Annual Conference, Denver, Colorado
November 16	LOS BESOL Annual Business Meeting and Workshop, Lancaster, Pennsylvania
November 21-24	TESL Ontario and TESL Canada, Toronto, Canada
November 22-23	Puerto Rico TESOL Annual Conference, San Juan, Puerto Rico

More information on these meetings from: Sue Bayley, Field Services Coordinator, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.

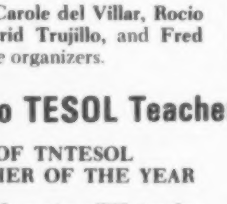
Two TESOL Teachers Receive Awards

GENDRICH OF TNTESOL SELECTED TEACHER OF THE YEAR

Susan Gendrich, an elementary ESL teacher from Murfreesboro, Tennessee, was selected **Teacher of the Year.** In addition, she is one of the top four candidates from the 50 states of the United States to receive the honor of National Teacher of the Year. This is a first for the field of ESL. In his recent State of the State message, the Governor of Tennessee showed a video clip of Susan teaching *Jazz Chants.* The Governor now has a video entitled "Education in Tennessee" in which this segment is shown. Tennessee is presently implementing a "career ladder program" with merit pay, part of the Governor's effort in improving education in Tennessee. At first the ESL teachers were not included in the ladder program even after Gendrich had received the award! The affiliate worked quickly to rectify the situation, and now ESL teachers can qualify for the career ladder program. Congratulations, Susan Gendrich and Tennessee TESOL!



Susan Gendrich



Sharron Bassano

BASSANO NOMINATED FOR CCAE AWARD

Sharron Bassano, ESL program specialist for the Santa Cruz Adult School, is the recipient of the **CCAE Excellence in Teaching Award** for 1985. Ms. Bassano has been an active member of CATESOL, CABE, CCAE, and TESOL and has dedicated the past 14 years of her life to the acculturation of immigrants to the Santa Cruz community. She believes that a teacher plays an important role as a facilitator of personal and social adjustment and encourages her students to experiment, explore, and assert themselves in this major passage. We congratulate Sharron Bassano on her nomination!

1985 TESOL France Convention

"Wide-ranging" is often used as a euphemism to apply to talks or gatherings that lack structure but exude energy and interest. In the case of TESOL France's fourth annual convention, the word applied in the geographical sense. Spread over four locations in downtown Paris, and lasting a day and a half, from noontime Friday March 15th through Saturday evening March 16th, the conference nonetheless left those attending with a feeling of "more sense of togetherness than ever before," in the words of **Mario Rinvolucri.**

Originally scheduled to be held in the state-run telecommunications school, the site of two previous conventions, the 1985 event was suddenly displaced by *force majeure* four days before it was to begin. Convention-organizers **Steve McNulty** (current president), **John Davidson** (past president) and their team relocated and rescheduled talks, workshops, cocktails, open debates and the like in the space of a day and a half, and even managed to reprint the program in time for the conference kick-off.

There were 46 presentations, four of them plenary sessions which occupied all but one afternoon of the affair. In contrast to the previous year's "getting-acquainted" warm-up exercises, swapshops, poster presentations and promenading, there was a more traditional format of open debates, workshops, papers and plenary sessions. This shift perhaps suggests that more attention will be paid to attracting the greater number of volunteers necessary to extend the convention from its currently rather limited length. A significant proportion of the presentations were ESP-related, reflecting the continuing importance of adult education programs for private-sector language teaching in France.

The only plenary session in French was a dynamic and charming keynote address given by **Bernadette Grandcolas,** professor at the Université de Paris VIII and former editor-in-chief of Les Langues Modernes, the official publi-

Continued on next page

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section newsletters and additional news items to her by the deadlines listed on page 2 of *TN*.

AFFILIATE/IS NEWS

Continued from page 25

cation of the French Association of Modern Language Teachers (APLV). Although she spoke in French to an Anglophonic majority, she kept people laughing and often looking in the mirror as she read the journal entries of teachers-to-be who had been her students in a university-level course. The journals, kept while taking beginning courses in foreign languages, showed not only conscious evaluation of teaching methods from the students' point of view, but also a refreshing awareness of the complexities and different cognitive styles of the language learner. Insights regarding correction, teacher manipulation, classroom atmosphere and "progress" were often delightful as well as instructive.

The highlight of the convention was probably the presentation by **Chris Candlin** (University of Lancaster) and **Henry Widdowson** (University of London) on "The Language Learner as Language User." Billed as an open debate the talks were in fact complementary rather than conflicting. A few of their more quote-worthy comments include the following: "What we know does not determine what we do; it guides. Language is not rule-governed but rule-referenced." "The classroom is a place for contrivers. I see no sense in pretending otherwise." Or: "in order for communication to exist, it has to be imperfect." And finally: "The unwilling learner is just one who won't play the teacher's game. Why not make the game the counterculture?"

by John Davidson and Steve Flinders,
(*TESOL France*) **and Tim Murphey**
(*TEAS, Neuchâtel*)

Note: To obtain information on the *Proceedings* of the Convention, to be published in September 1985, write: Executive Secretary, TESOL France, ENST (B430), 46 rue Barrault, F-75013 Paris, France.

HEIS ELECTION RESULTS ANNOUNCED

Congratulations to the newly elected members of the ESL in Higher Education Steering Committee. New members are: associate chair, **Nancy Strickland** (University of Texas/El Paso); assistant chair, **Gregory Barnes** (Drexel University); secretary, **Victoria Price** (Lamar University); steering board member, **Joy Reid** (Colorado State University); Nominating Committee members, **John Crowe** (North Texas State University), **Maryann O'Brien** (University of Houston), **Susan Taylor** (University of Illinois); TESOL Nominating Committee nominee **Daniel Dropko (University of Florida); Executive Committee nominee Susan Johnston** (University of Arizona). As immediate past chair, **Virginia Streiff** becomes chair of the Nominating Committee. **Ilona Leki** (University of Tennessee) is the new editor of the HEIS Newsletter. Moving up from associate chair to HEIS chair for 1986 is **Kathleen Bailey** (Monterey School of International Studies.)

ESL IN HIGHER EDUCATION: CALL FOR NOMINATIONS

This call for nominations is issued by the Nominations Committee for the 1986 ESL in Higher Education election, which will be conducted according to HEIS Governing Rules. Nominations are open for the following offices: associate chair (chair-elect and program chair for HEIS sessions at TESOL 87); assistant chair; three Nominating Committee members; TESOL Nominating Committee nominee; and TESOL Executive Board nominee. All nominees must be primary (voting) members of the ESL in Higher Education Interest Section.

If you would like to nominate candidates, please send the following information: 1) position for which the candidate is nominated; 2) name, title, full address, phone number; 3) biographical information of no more than 100 words; and 4) name, title, full address and phone number of the nominator. Deadline for nominations is: **15 September, 1985.** Send your nominations to: Virginia Streiff, Chair of HEIS Nominating Committee, 3519 Hunters Sound, San Antonio, Texas 78230.

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NEW APPROACHES AND TECHNIQUES FOR THE CLASSROOM
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THE NEW HORIZON: PROFESSIONAL CONCERNS
John J. Staczek, Susan J. Carkin, Martha C. Pennington, Naguib Greis, Ellen Sarkisian, Pamela Hemmick Ekong

JOB OPENINGS

Nagoya International College of Foreign Languages, Japan. The Nagoya International College of Foreign Languages (formerly Nagoya School of Foreign Languages) is seeking EFL teachers to start in March 1986. Requirements: M.A. in ESL and two years of teaching experience. Send vita to: Personnel Department, Nagoya International College of Foreign Languages, 1-5-31 Imaike, Chikusa-ku, Nagoya, Japan 464.

University of Illinois at Chicago. Lecturer in ESL to (1) develop courses and/or programs of instruction for non-native English speaking graduate teaching assistants; (2) supervise graduate teaching assistants in ESL in the Department of Linguistics; (3) provide liaison with other units involved in ESL instruction; and (4) teach one undergraduate ESL course per quarter. Qualifications: Ph.D. (preferred) or M.A. in ESL or linguistics; substantial experience in teaching and administering ESL courses at the university level; previous experience in training non-native English speaking teachers desirable. CV to Prof. Elliot Judd, Dept. of Linguistics, University of Illinois at Chicago, Chicago, Illinois 60680. Begin 9/85. Availability of position contingent on budgetary allocation. Applications deadline 6/30/85. AA/EOE

Hokusei Junior College, Wakkanai, Japan. Hokusei Junior College, a newly starting junior college to be located in Wakkanai (northernmost city of Japan) is seeking applicants for a professor of English, for beginning of term in April 1987. Qualifications: Ph.D. in TESOL, English or related field. The applicant should be under 65 years old prior to the appointment. Christian background preferred. Duties: primarily classroom teaching of beginning and intermediate English. Salary depends upon experience and age ranging roughly $25,000-$35,000 before tax with major benefits. Coast-to-coast transportation after satisfactory completion of contract. Two-year contract renewable on mutual agreement. By August 30, 1985, send a full resume, a letter of application and references to Mr. T. Kurokawa, Dean, English Department, Hokusei Junior College, South 5 West 15, Sapporo, Japan. Written inquiries to be addressed also to him.

ROKA Language Training Department, Sungnam City, Korea. The Republic of Korea Army Administration School, near Seoul, seeks experienced ESL teachers for an intensive ESL program for career officers starting January 4, 1986. Salary: ₩1,400,000 monthly. Other benefits: furnished two-bedroom apartment, utilities, R/T air ticket, two-week vacation, eight days sick leave. Medical insurance available. One-year contract renewable. Send current resume (including telephone number) and photo to: Col. Min Pyung Sik, Director, ROKA Language Training Department, P.O. Box 2, Chang Gok Dong, Sungnam City, Kyonggi Do, 130-19, Korea. Telephone: Seoul 543-9611.

AQE Training Services, Dammam, Saudi Arabia. Are you a professional ESL instructor with initiative and creative ideas? AQE Training Services is looking for teachers who view the field of ESL as a profession, a career. Requirements: M.A. in ESL or linguistics and two to three years teaching experience. Our salary and benefit package is competitive. Contracts available immediately for single (unaccompanied)-status instructors. The applicants must be male as required by Saudi Arabian law. Send a current resume to: Charles Swanland, Personnel, AQE Training Services, P.O. Box 2333, Dammam 31451, Saudi Arabia. Please include a telephone number for prompt contact.

Mokwon Methodist University, Taejon, South Korea. Applications needed immediately for two positions beginning August 20, 1985 as an English conversation teacher for college students. Committed, outgoing native speaker with a degree in ESL/EFL or related fields desired. Salary based on qualifications; housing, travel, 30% discount on medical expenses provided. Two year minimum contract; December 15 to March 1 and July-August paid vacation. Send grade transcript, copy of diploma, three letters of reference, resume, and tape of applicant's voice stating reasons for desiring position to: Dean Schowengerdt, SunWha 3 Dong 339-59, Taejon, South Korea 300. Telephone: (82-42)254-2421.

Hiroshima International College of Foreign Languages, Japan. The Hiroshima International College of Foreign Languages, a sister college of the Nagoya International College of Foreign Languages, is expected to open in early 1986. EFL teachers are being sought to start in February 1986. Requirements: M.A. in ESL and two years of teaching experience. Send vita to: Personnel Department, Hiroshima International College of Foreign Languages, 16-10 Osuga-cho, Minami-ku, Hiroshima, Japan 730.

Anatolia College, Thessaloniki, Greece. Positions for master teachers beginning September, 1986 and beyond in a six-year EFL and L2 literature program, levels from zero to proficiency (650 + TOEFL). 25-member department within Anatolia College, a private American-sponsored secondary school for Greek youth. Qualifications: minimum M.A./M.S. in applied linguistics/EFL or English and American literature. Experience: extensive—preferably overseas—at the secondary and/or university level; directing of extra-curricular activities, e.g., publications, drama, forensics, sports and hobby clubs. Benefits: 3-year initial contract, partial payment in US$; rent-free, furnished, maintained campus housing; Blue Cross-Blue Shield; transportation and shipping. Candidates should send a complete resume to: Michael R. Bash, Chairman, English Department, Anatolia College, Thessaloniki, Greece.

Centro Colombo Americano, Barranquilla, Colombia. For mid-1985 and January 1986, three positions for TESL instructors. Diploma or transcript must clearly state TESL/ESL/English/Education or Linguistics in order to obtain a work permit. B.A. or M.A. required. Some knowledge of Spanish helpful. Salary moderate; best for motivated, recent graduate desiring overseas experience or semi-retired teachers. Write Centro Colombo Americano, Attn: TESOL, Apartado Aereo 2097, Barranquilla, Colombia.

JOB NOTICES

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less.** Address and equal opportunity employer/affirmative action (EOE/AA) statement may be excluded from the word count. Type **double space**: first state name of institution and location (city, state/country); include address and telephone number last. **Do not use any abbreviations** except for academic degrees. Send **two** copies to: Alice H. Osman, *TN* Editor, 370 Riverside Drive, New York, NY 10025, U.S.A. If copy requires clarification, the Editor will call collect. Please note: no tear sheets are sent for free ads.

A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5") size is strongly encouraged. For rates, please write or call Aaron Berman, TESOL Development & Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A.

See page 2 for deadlines. Late job notices accepted provided there is space. Call *TN* Editor (212) 663-5819 or (718) 626-8546.

The Experiment in International Living is seeking applicants for ESL teacher supervisor for its refugee camp programs in Panat Nikhom, Thailand and Galang, Indonesia. ESL teacher supervisors provide training to Thai and Indonesian ESL teachers in theory and methodology and supervise the implementation of competency-based ESL curriculum for refugees resettling in the USA. Qualifications: sustained teacher training and supervising experience, ESL classroom experience overseas, graduate degree in ESL or equivalent, proven ability to work in a team atmosphere in challenging conditions. Salary: $15,500/year plus major benefits. Starting Date: immediate openings both sites. To apply, send current resume to: Mr. Peter Falion, Projects and Grants, EIL, Brattleboro, Vermont 05301. (802) 257-4628. AA/EOE

National Longitudinal Study of the Effectiveness of Services Provided to Language Minority Limited-English Proficient Students: Boston, MA; New York, NY; Newark, NJ; Miami, FL; Cleveland, OH; St. Paul, MN; Española, Gadsden, NM; Dallas, San Antonio, Brownsville, TX; Los Angeles, San Francisco, CA, Part-time positions. Persons needed to assist in national study on education provided to limited-English-proficient students. Responsibilities include classroom observation and data collection within public schools. Salary: $8-12.50 per hour. Send resume to: Development Associates, Inc., 2924 Columbia Pike, Arlington, Virginia 22204.

Takamatsu, Japan. Opening for full-time English conversation instructor at the Go Gaku Kenshu Center in Takamatsu. Start late August 1985. B.A. degree required, experience preferred. Fourteen teaching hrs. per wk. plus office hours. Classes range from beginning to advanced levels, adults only. Contact: Go Gaku Kenshu Center, 2-4-27 Bancho, Takamatsu-shi, Kagawa-ken, Japan 760. Phone: (0878) 21-0561.

Georgia State University. Assistant professor. 12-month tenure track position as assistant to the chairman. Ph.D. in ESL, applied linguistics, or related field preferred; will consider ABD. Minimum of three year college or university teaching experience, exclusive of assistantships. Administrative experience and publications/research desirable. Salary competitive. Position available January 2, 1986 or as soon as possible thereafter. Send application, vita, three letters of recommendation, and appropriate supporting materials to: Professor Becky S. Bodnar, Chair of Screening Committee, ESL Department, Georgia State University, University Plaza, Atlanta, Georgia 30303-3083. Application deadline is July 1, 1985. AA/EOE

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TESOL NEWSLETTER

BRANCHING OUT

Volume XIX Number 3 Supplement No. 2 June 1985

Why Branching Out?

by **Lise Winer**
Dept. of Linguistics, Southern Illinois University, Carbondale, Illinois, U.S.A.

The articles in "Branching Out" grew out of many different topics—from jumping ropes to reading an airline schedule. Beginning with one subject or language skill, teachers branched out in many directions to develop the fullest possible teaching situations.

These lessons were originally designed for children, for adults, for immigrants to English-speaking countries, for residents of non-English speaking countries. But they all share a number of characteristics which make them examples of the kinds of splendid lessons produced by classroom EF/SL teachers all over the world.

None of these ideas consciously began with theory, but all of them are practical examples of the directions indicated by research in language learning, in cognition, in the teaching of language skills. (Two excellent review articles cited below contain references to much of the relevant work in these areas.)

All these lessons involve a multi-media, multi-channel approach. Students learn by physical manipulation of realia, by looking at pictures and diagrams, by reading texts, by listening to lectures, conversations and instructions, by speaking casually and formally, and by writing everything from directions to plays. Lessons involve easily gathered or made equipment—chalk, fishnets—and visual aids from newspaper photographs to diagrams of shark teeth. Not only does such a variety increase students' attention, and engage their enthusiasm and interest, it actually helps them learn in a more efficient way.

Considerable emphasis is put on integration of language skills within the branches of a single lesson tree. Holistic development of language skills has been recognized as valuable in encouraging learning even of specialized skills; for example, Erasmus, the 15th century teacher, helped his students learn their alphabet by giving them cakes made in letter shapes.

We have become more aware of the need to pay attention to all the ways in which we use language. These lessons include language functions from argument to demonstration, from instructions to narration, all building on previous work. Recycling of words and grammar is effective and does not feel repetitious.

Language is not acquired or used in a vacuum, but as a part of the way in which we explore and describe the world we live in. We not only learn language in these lessons, we learn about the world; by providing ways for students to find out about it—through fish, or the origins of their own language, or dental health—students explore and use that information by using language.

A variety of exercises, "controlled" to "free," tap different facets of language use. Conscious practice and development of overt rules is intertwined with natural opportunities to use language in real situations which call for students' active participation.

Some of these lessons could be used easily in any similar language teaching situation; some might need some adaptation to your own. All of them are sources of example and inspiration.

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The Creek

by **Mary Lou McCloskey**
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This unit's central activity is a trip to a creek, pond, or other body of water close to the school. The exercises here are designed for elementary school students, but could easily be adapted for older or more advanced students. While oral language experiences are the primary focus of the unit, art, writing, math, science and physical education activities are also involved. Students repeat "creek language" in a wide range of situations.

Before the Trip
(whole class; approximately five-six 20-30 min. sessions)

Materials

Books about creek and pond life (see Bibliography)
Chart paper (blank 18" x 24", 46 x 62 cm or larger) and felt-tip markers
Paper cut into small pieces
Garbage bags
Collection jars, nets, bags, spades
Wallpaper samples or cardboard for journal covers, cut 4" x 6" (10 x 15 cm)
Paper for journals, cut 3" x 5" (7.5 x 12.5 cm)
Magnifying glasses
Tables and labels for collected items

Procedures. Introduce the place to be visited by reading Garrett's *Life in Ponds* or another of the excellent books available. In the discussion of the book, bring out the many kinds of living things which one may see at the creek. After reading and discussion, have students dictate lists of animals, plants and objects that might be found on the field trip. List these on chart paper. Have children make small illustrations of the objects to be placed on the chart. Later, this "Creek Picture-Dictionary" can be duplicated for students to use as checklists during the trip.

Discuss conservation and safety rules for the trip. Elicit from students ways to keep the environment and themselves safe while on the trip, e.g., don't pick the flowers, don't litter, don't hurt animals that are found, stay with the group, get quiet when the teacher raises her/his hand, stop at every street corner. Make charts of these rules; have students illustrate them and review them before the trip.

Figure 1. Two students at the Garden Hills International Summer School, Atlanta, Georgia, examining their finds with a magnifying glass.

Continued on page 2

Creek, *continued from page 1*

Make small journals for "sense" observations. Staple small sheets of paper together inside a cover made from wallpaper samples, cardboard, or poster board. Have students draw an eye, an ear, a nose, a hand and a tongue at the top of each of five pages. Explain that during the trip students will write or draw pictures telling about things they experience with each sense. Children might write about or illustrate, for example, smelling a flower, seeing a squirrel, feeling cool water, tasting sour grass, hearing a woodpecker. The creek checklist might also be included in the sense journal.

Plan specimen collection. Send requests to parents for jars, fish nets, butterfly nets and spades. Discuss with students which items they will find that can be taken home and which must be left where they are found.

It's often best to organize the students into small groups, with color-coded name tags, and with one adult accompanying each one or two groups. Collecting equipment may be organized into "field trip kits" for each group. Children in each group may then collect their own specimens from their lists.

At the Creek

(whole class and small groups; one session of an hour to a day)

Have fun! Respond to what you find. Encourage children to collect specimens, to use all their senses in exploring and observing the creek, to write down their observations in their journals, and to check off what they've seen on their checklists, adding items that weren't anticipated.

Have students deposit litter that they find in a garbage bag brought for this purpose. Explain to them that they should always try to leave the outdoors nicer than they found it.

After the Trip

(whole class; two 30-minute sessions)

Encourage students to share their journals, their specimens, and their favorite field trip experiences. Review the trip and have the students dictate an experience story summarizing the day. Write the story on large chart paper.

Set up and label collection tables and group the various specimens, e.g., a plant table, a rock table, an insect table. Discuss how items are classified, and what to do with items that don't fit into any classification.

Language Emphasized. This unit focuses on: 1) terms for animals, plants and objects in the creek environment, and terms for collecting equipment, all taught by association of spoken word, written word, pictures, and actual objects; 2) verbs in future, present and past tenses, e.g., *We will see a robin, We saw a robin;* 3) possessives, e.g., *our group's grasshopper.*

Additional Activities to Follow a Trip

Jump the Creek

(whole class; 20 min. to an hour)

As the imaginary creek gets wider and deeper, students' excitement increases in this active language game.

Materials. Two ropes (yard or meter sticks, brooms or mops could also be used); and, optionally, tape measure, index cards and pencils for recording scores, and chart or graph paper.

Procedure. Place the two ropes or sticks on the ground, parallel and about half a meter apart—this is the creek. Remind children of the trip to the creek and how they crossed the creek. Then tell them that the two ropes are the banks of the creek, and that they will take turns trying to jump the creek as it grows wider or higher.

Set up a starting point about 10 meters 11 (yards) from the ropes, and have students line up there. One at a time, students run up to the near rope and try to "jump the creek," and then circle around to the end of the line. After all the students have jumped, increase the distance between the ropes by several centimeters (1-2") and have the students jump again. Have students do the separating of the ropes, and have them measure each new distance and announce it to the jumpers, e.g.,

Continued on next page

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HH

Creek, *continued from page 2*

"The river is now 230 centimeters wide!"

If anyone steps on a rope, or in the middle of the "creek," she or he is "out." As students drop out of the jumping line, they can stand at the ends of the river to perform the measuring and rope-moving tasks, call for each new jumper, and cheer on their classmates. Model encouraging cheers for them: "Come on, Carmen!" "You can do it, Van!"

When only one student is left, declare her or him the wide-river champion, and repeat the game, this time with the river getting higher, i.e., the rope, held by two students, gets higher.

After the game is over, have all of the students line up in order from those who jumped the shortest to those who jumped the longest distances. Then have the students divide into three groups, to illustrate who jumped far, further, and furthest.

Variations. Add math activities to "Jump the Creek." Have each child keep track of his or her highest or widest jump on an index card. These can be used to measure individual progress from one "Creek Jump" to the next, or to plot results on graph paper back in the classroom. A mural-sized graph showing actual distances might be fun, or scale graphs could be used.

Add earth science activities to the lesson. Back in the classroom, look at pictures of rivers and creeks, and discuss what might make a river widen or deepen in real life. Ask students if they have ever seen creeks or rivers rise, or experienced a flood. Talk about or illustrate the water cycle.

Language Emphasized. In "Jump the Creek" students practice: 1) game terms, e.g., *it's your turn;* 2) counting and measuring terms, e.g., *The river is now two feet, one inch deep;* 3) comparatives, e.g., *wide-wider-widest;* 4) phrases for cheers and encouragement, e.g., *we know you can do it!;* 5) plurals, e.g., *foot-feet;* 6) spatial prepositions, e.g., *inside/between the ropes;* 7) vocabulary relating to the water cycle, rivers and flooding and time sequencing.

Fish Printing

(small groups; 20-30 min. per group)

This activity can be used for older or younger students, with the amount of teacher assistance adjusted accordingly. It's a great new use for fish, and an introduction to printmaking.

If possible, take a fishing pole along and catch fish at the creek. If you don't succeed in catching a fish of appropriate size, however, one can be purchased at a fish market. A flounder works especially well because of its flat shape.

While fish are used here because of their novelty and sensory appeal, many other textured items found at the creek, e.g., leaves, rocks, ferns, or even a comb, can also be used to make designs.

Materials. Plain newsprint, paint brushes, poster paint, a fresh fish or other suitable object, an opaque plastic bag.

Procedure. Work with one small group of five to eight students at a time. Hide the fish in the bag so the students can't see it. Let them take turns putting a hand in the bag and telling what they feel. Let them smell the bag also to help or confirm guesses.

Reveal the fish and give instructions. Have each child help paint one side of the fish. Use just a little paint for the most detail. As students paint, encourage them to talk about fish parts: *fins, mouth, eyes, scales, tail.* Ask them which of these parts they have and which they do not have, and discuss the functions of each part.

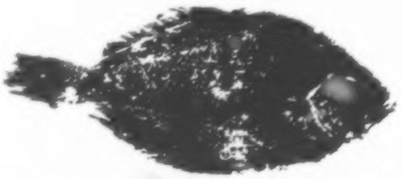

Figure 2. Fish print made by a student at the Garden Hills International Summer School, Atlanta, Georgia.

Lay newsprint paper over the fish. Have students hypothesize how the paper will look when it is removed. Peel off the newsprint. Help students compare the real fish to the fish print, e.g., "My fish has an eye, but my print does not." "My print makes the fish look backwards!"

When the print is dry, you can have the students label the parts of the fish. Display the fish prints as they are, or have the students cut them out and arrange them in a "school" on the bulletin board.

Language Emphasized. The "Fish Printing" lesson includes: 1) art and printing terms; 2) sensory vocabulary, e.g., *smooth, bumpy, stink;* 3) terms for fish and human body parts, e.g., *scales-skin, gills-lungs;* 4) negation, e.g., *A fish can swim, but I can't;* 5) comparatives, e.g., *smaller, shinier;* 6) concept of "mirror image," e.g., *backwards, reversed.*

Anti-Malaria Campaign

In countries where malaria and other mosquito-borne diseases are a threat, this unit is a good place to include study of the life cycle of the mosquito, and problems of disease and mosquito control. Posters and clean-up campaigns are excellent projects.

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Taking a Trip

by Lila Blum
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This lesson plan for my multi-level adult ESL class evolved as a result of my trip to Houston for TESOL '84. Rather than simply announcing to the students that I would be absent for the next two days, I decided to make photocopies of the flight schedule prepared by my travel agent, and allow them to figure out the details of my trip by reading the information under "From," "To," "Date," "Depart," etc.

The students became particularly motivated when they realized this was an actual trip to be taken by their teacher. We composed a paragraph together which we wrote on the blackboard, using the future tense: *Mrs. Blum is going to go to Houston to the TESOL Convention tomorrow. She'll stay there until Sunday . . .*

In order to obtain information needed to complete the paragraph, students asked questions about my plans. The final part of the paragraph answered the inevitable question about whether their classes would continue in my absence.

Dialog

While I was away, the class practiced a textbook dialog in which a traveler makes a flight reservation with a ticket agent. For this lesson, we used a story from *Alice Blows a Fuse*, by John Boyd and Mary-Ann Boyd (Prentice-Hall, 1980), which was converted into a dialog by extracting the direct quotes of the two speakers.

Important vocabulary items, such as *book you* and *connecting flight* were identified and explained. These terms were later incorporated into a vocabulary quiz, and eventually into the students' own dialogs.

Following the dialog practice, students completed future tense exercises in the *New Horizons in English Lifeskills 2*, by Judy DeFilippo and Michael Walker (Addison-Wesley, 1982). In this lesson, the students composed sentences about a hypothetical vacation, prompted by a series of pictures: *Mr. and Mrs. Brown are going to take a vacation for a month. On April 1st they are going to go to New York by airplane. They are going to a Broadway theater.* The sentences dealt with where, when, how and what.

Picture Postcards and Map Activity

Upon my return from the convention, I brought picture postcards of Houston and answered students' questions, again going over the trip details. The following day, I planned the lesson around my personal collection of picture postcards. (You can also use travel pictures from magazines.) I've selected them for their interest level in picture content, including such places in the U.S. as Disneyland, the Rocky Mountains, and a Japanese garden in San

Continued on page 4

Trip, *continued from page 3*

Francisco, and similar attractions overseas.

I asked the students to pretend that they were going to the place on their postcard and to locate it on the large classroom maps. This stimulated them to collaborate with each other as students with a greater knowledge of geography or greater travel experience assisted the other students: "Disneyland is in California — over here" (pointing to the western portion of the map), or "I can't find (incomprehensible)," followed by a helper's "Oh, that's St. Louis. It's here in Missouri."

Next they shared their postcards with the class and told about the trip they were planning to take: "*I'm going to go to ____________. I will see ____________.*" Names and locations were written on the board for group reading and pronunciation practice.

Paragraph Writing

Following the map activity, students wrote short paragraphs about their intended trips, again using sentences in the future tense and telling when, where, how and what. They wrote about the place on their cards, including any additional information they already knew about the place, e.g., *I'm going to go to Washington, D.C. next month by car. I'm going to see the Capitol and the White House.*

For further writing practice, students could write about each other's imaginary trips. This task would require them to ask each other for the information they need and would necessitate a shift from first to third person, e.g., *Min Lin is going to go to Dallas this week. She . . .* For a greater challenge, students could be asked to write in the past tense: *Min Lin went to Dallas last week. She saw . . .*

Reading an Airline Timetable

I cut out of an airline timetable the section including flights between our city and Chicago, and glued it to the upper half of a sheet on which I had typed a number of questions, e.g., *Which flights don't run on Saturday? You are traveling from Houston to Galesburg with a stopover in Chicago. Your plane arrives in Chicago at 3:57 p.m. on Sunday. Which flight will you take from Chicago to Galesburg?*

This exercise encouraged problem solving as well as reading for information and interpreting abbreviations such as "ex." (except) and "Sa" (Saturday).

Writing: Making a Reservation

Lower Level Students. Having become familiar with the Chicago-Galesburg airline timetable and having practiced a dialog for making a reservation, the students were ready to write their own dialogs, in which they called the airline or a travel agent to make a reservation to fly from Chicago to Galesburg. This was a short exchange between the student and a ticket agent for a single flight.

Advanced Students. Students were asked to pretend that they were making reservations to fly to their native country and to write a dialog in which they called a travel agency to make arrangements. They were asked to consider how many connecting flights they would have to take, and where they would have stopovers.

Writing Follow-Up

We took one advanced student's dialog, in which she arranged to fly home to Venezuela via Chicago and Miami, and wrote it on the board for the entire class to practice orally, first as a group, then in pairs.

Expansion of Travel Ideas

Advanced students can call or visit an actual travel agency to gather information about going to their native country or some location of interest. They can give a report to the other members of the class in which they discuss schedules, ticket prices, and tourist attractions. This information may lead to a lesson in "comparative shopping" concerning travel choices for a given trip, e.g., *If you go via Miami, you'd have to stay overnight, but if you go through Atlanta, you'd only have a one-hour stopover.*

Continued on next page

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Justice is a Nike T-Shirt

by Nancy Pfingstag
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The need to teach cognitive skills in the writing class has been well documented. As Taylor (1981), Flower and Hayes (1982), and Zamel (1984) have argued, writing is a thinking skill, a process of discovering and exploring meaning. The prewriting activity described here is a procedure which teaches students one way to think about extended definitions of abstract concepts in order to formulate, clarify, organize, and communicate their ideas in written form.

This activity is termed "aleatory," a gambling expression chosen because the student compares an abstract concept to a concrete object which is chosen at random. Like the cast from a throw of dice, the metaphor is created by chance.

Aleatory metaphors are most successful in advanced ESL writing classes because of the level of English required to handle abstractions. (Our most advanced level students score above 75 on the Michigan Placement Test.) The following description is based on five 50-minute classes, with an average class size of 12 students.

Day 1. The activity begins by having students brainstorm to identify as many abstract terms as possible. Because students often have initial difficulty generating terms, I start a working list by writing words such as *honesty* and *bravery* on the blackboard. I explain briefly that an abstract term is something that cannot be perceived by the senses, or captured in a container (like oxygen).

The students and I then each select one of the terms to be used as the subject of an extended definition essay. After the terms have been chosen and entered into our journals, they are set aside temporarily. In one class, the term I selected was *justice*; Daniel, a young man from the People's Republic of China, chose *pride*.

Day 2. I bring to class a grab-bag containing a collection of objects put together haphazardly. I purposely try not to choose objects for their special qualities, as even the most mundane object, if studied closely, can be fascinating, and worthy of serious attention. Currently, my grab bag contains such things as a man's tie, a stapler, a mushroom-shaped candle, and a coupon offering a front end wheel alignment for $16.67. The students and I each reach into the bag and pull out the first object we touch—no fishing around is allowed! The object I pulled from the bag was a Nike brand T-shirt; Daniel grabbed a 3M brand tape dispenser.

We next inspect our objects carefully, noting the different parts and their purposes. At this stage, I begin modeling each step of the prewriting activity for the students, as we work along together. In this way—listening to me think aloud, and following my different drafts—the class can observe and practice the strategies for generating ideas, sorting out thoughts, and organizing information that I have chosen to demonstrate.

Examining the Nike T-shirt aloud, I decided that it had five major parts: front, back, sleeves, seams, and label. I listed these across the blackboard, leaving ample "thinking" space below each part. I then focused on each part separately. I noticed that the front of the shirt was made of soft, stretchy material which made it comfortable to wear. The bright red Nike symbol, a bold check-like stroke, connoting the speed and accuracy of the Greek victory goddess Nike, undoubtedly made a statement about the values and beliefs of the wearer of the shirt. As I described what I observed and as I determined a purpose for each quality, I wrote my thoughts on the blackboard in the appropriate columns (see Table 1-A).

I found that the back of the shirt was plain, and could not be distinguished from the back of any other white T-shirt. The sleeves were short, allowing freedom of movement, and hemmed, which gave the shirt a neat appearance. The seams were double-stitched inside the shirt, to keep the pieces from coming apart. The double-stitching probably made the consumer feel confident that the shirt was worth the price. The label, I discovered, offered an abundance of information. Sewn securely into the shirt for safekeeping, it gave instructions on the care of the T-shirt and

Continued on page 6

Trip, *continued from page 4*

Exploring Other Means of Transportation

After concentrating on airline travel, we talked about other methods of transportation students use, such as trains and buses. After students related their own experiences with various modes of travel both in the U.S. and their native countries, we discussed commercials and advertisements, which frequently offer specials. (The Sunday newspaper travel section is a good source for sample ads.)

Next, we listened to a tape recording of a radio commercial for a major bus company operating out of Chicago. This particular commercial provided not only authentic English but another geography lesson, since it listed the names of U.S. cities along with the bargain prices available to potential travelers.

First we listened for names and numbers as we played the tape, e.g., *Memphis forty-four dollars, Miami eighty-seven, Orlando eighty-one, Tallahassee only seventy-six bucks.* Then we transcribed the commercial, segment by segment, onto the blackboard, and examined it for content as well as vocabulary and idioms. Finally, I asked each student to imagine calling the bus company ticket office for more information about the special, and to make out a list of questions to ask concerning times of departure and arrival, length of the trip, express service, etc.

Further Expansion Ideas

1) For further listening, reading, and writing practice, a commercial can be transcribed into a cloze exercise, requiring students to listen to the tape and fill in the missing items.

2) To provide more practice with the future tense, students were asked to write sentences about each other, using verb and time phrases such as *shop, get off work, get up, this afternoon, next week, in 1986*. Naturally, students found it necessary to ask each other questions in order to obtain the information needed for their sentences.

3) To build on the students' interest in television and also encourage them to transfer their reading skills from a transportation to a television schedule, I developed an exercise using *TV Guide*. The questions were based on the evening schedule for the same day we had class. After mastering mechanics such as abbreviations, students were able to generate questions and answers such as *What are you going to watch tonight at 8 o'clock? I'm not going to watch TV tonight because . . .*

4) The television schedule can provide a basis for future lessons in which students relate their television-viewing preferences or report on favorite programs. As they do so, grammar emphasis will naturally shift to the present habitual and past tenses.

Language lessons which capitalize on the students' interests are powerful assets to the learning process. For example, when I found that most of my students were watching the soap opera program "General Hospital," we had a genuine communicative situation, as I was unfamiliar with the program. The students summoned unusual energies in explaining to me, in language I could comprehend, the plot lines of the program as well as descriptions of the characters and the setting. Such moments in the classroom may be planned or unplanned, but can constantly be exploited.

Editor's Note

A number of general EF/SL textbooks and specialized readers include travel experience. Nick McIver's *The Sadrina Project* (BBC for Radio and Television, 1979) includes a textbook, audio cassettes and films based on the adventures of a travel agent in Malaysia and Singapore, and contains a variety of exercises and language functions.

Justice,

continued from page 5

important data on the size of the shirt and its fiber content.

When all of this information was on the blackboard, the students and I discussed the information and places where I had difficulty determining purposes and had to rely on my assumptions. For example, I did not know if double-stitching made other consumers feel confident, but since it made me feel that way, I assumed other consumers were also concerned about stitching quality.

Day 3. The students inspect their individual objects, determining the parts and purposes. In their journals, they form a grid similar to the one I placed on the blackboard the previous day. As they study and examine, I move around the classroom in order to answer questions or to prompt a student who is having difficulty looking at the object from a different perspective.

Daniel had divided his 3M tape dispenser into four parts: dispenser, roll of tape, disk in the center of the tape, and cutting edge (see Table 2-A). He noticed that the dispenser was made of inexpensive plastic, a modern material which probably saved the 3M Company money. The roll of tape had an undetermined amount of tape on it, as part of the roll had been used; he found this irritating because if he had a project to complete, he would have to guess whether to buy more. The disk, Daniel found, allowed the tape to pull smoothly and kept the user from becoming frustrated. The cutting edge was made of metal, for strength.

After the students have completed their grids, they return the objects to the grab bag, leaving them only with their written thoughts about the objects.

Day 4. The students are asked to turn back in their journals to the abstract term they had chosen. I then write the incomplete statement "(abstract term) is a(n) (object)" on the blackboard. The students write the statement in their journals, filling in the appropriate information. For example, my statement read, "Justice is a Nike T-shirt." Daniel's was "Pride is a 3M tape dispenser." Other statements in the class were: "Love is a Christmas ornament," "Beauty is a bottle of Bufferin," and "Peace is a two-in-one can opener."

Once again, I draw a grid on the blackboard and write the different parts of my object, the Nike T-shirt, at the top. As I concentrate on each part, I ask the question, "How is (abstract term) like the (part of the object)?". Referring to my quotes on the T-shirt, I fill in each section of the grid (see Table 1-B).

Asking the question, "How is justice like the front of the T-shirt?" I realized that justice must stretch to fit a society, and the members must feel comfortable with it. Looking at my notes on the back of the shirt, I zeroed in on the word "distinguished" and thought aloud how justice must not distinguish among the members of a society on the basis of wealth, race, religion, or sex. Comparing the short sleeves to justice caused me to see justice as the agent in society that allows the members to stay cool, to stay rational. The double-stitched seams, which gave confidence to the consumer, also gave confidence to a society. The label sewn into the shirt conjured up the image of justice sewn into the fabric of society.

As with my first grid on the parts of the T-shirt, the students and I discussed my thoughts on this grid and how they were generated. We also commented on the areas that caused me difficulty and the strategies I used to overcome frustration, such as seeing words in different contexts, repeating phrases over and over until a thought occurred, thinking of an opposite meaning, or simply pacing the floor.

As a homework assignment, I ask the students to take their journals home to work on their abstract term grids, using their written thoughts on their objects. I have them complete this stage of the prewriting activity in the privacy of their own living quarters because of the intensity of this stage. Writers—student or otherwise—generally require a time period that is not clocked and a place to pace when working through complex thoughts to create meaning.

Day 5. Returning with their journals, the students share their ideas on their abstract terms, generated by their object notes, with the class. Daniel admitted that he was pleased with his ideas, as he had never examined his thoughts on pride

Continued on next page

Table 1-A: Nike T-Shirt

Front	Sleeves	Label
Material is soft, stretchy —feels comfortable when worn —adjusts to the body Material is white —attractive color —sets off Nike symbol —implies purity, cleanliness —goes with all other colors Red Nike symbol —connotes speed, victory, freedom —makes a statement about the values, beliefs of the person wearing the shirt —calls attention to the person	Sleeves are short —allows for freedom of movement —keeps wearer cool Sleeves are hemmed —creates a neat appearance —keeps threads from raveling	Sewn into the neck seam —allows label to be easily found —keeps label attached to shirt Gives size of shirt —gives buyer information about fit —states general size—large—and specific size—42/44 Gives washing instructions —allows person to give proper care to shirt —informs as to what is harmful—do not bleach Gives fiber content —100% cotton —shirt will "breathe"
Back	**Seams**	
No design or pattern —makes no statement —cannot be distinguished from any other T-shirt back —very practical	Sewn inside the shirt —creates a neat appearance —keeps seams from being obvious Double-stitched —keeps pieces from coming apart —gives confidence to consumer	

Table 1-B: Justice

Front	Sleeves	Label
—It must stretch to fit society —People must be comfortable with it —It is attractive —It makes a society free —It makes a statement about a society, person	—It allows for freedom of movement and thought —It helps people stay rational, keep their cool —It keeps society from raveling, falling apart	—It is sewn into the fabric of a society —It gives a society both a general philosophy and specific laws —It enables a society to take proper care of its members —It identifies what is harmful to a society —It allows people to "breathe," be themselves
Back	**Seams**	
—It must be equal for all; must not distinguish on basis of wealth, race, religion, sex —It must be practical	—It creates order —It gives confidence, security, to people of a society	

Continued on next page

Media Madness

by Vicki Green
*Bathurst Heights Secondary School,
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Toronto, Canada*

My students, adults studying in a day program, felt frustrated with the media. Although at a high intermediate level, they felt unable to cope with the day-to-day information and language bombarding them. The following activities, which focus on newspaper and radio, relieve the students' frustrations and build up their confidence.

I begin by asking the students what they are already reading in the newspaper and why. Typical responses include:

a) I read Ann Landers because it helps me understand the Canadian and their way to solve problem I might have;

b) I look for fashion, so you have an idea what to wear this season;

c) I read the news about the weather, because each day I hope the day after will be better.

We start with what they enjoy.

Weather Reports

We listen to and read radio and newspaper weather reports every day. Because of the variety of weather reports, I keep a chart to which we add daily. It is organized seasonally and always kept in full view for the students. I also ask a local weather person to come in and speak to the class, to provide further explanations of weather jargon. The students benefit from acquiring the vocabulary skills to make sense of weather forecasts in being able to make correct clothing choices and plans for the day.

Advice Columns

The exercises on advice columns improve students' reading, writing, listening and speaking skills. Prior to giving the students a letter requesting advice, I teach any vocabulary or idiomatic expressions in the letter that they might not know. After they have read it, they discuss it and answer simple comprehension questions.

One problem we worked on in class was called "T.V. or not T.V.," from Yorkey's *Reply Requested: 30 Letters of Advice* (1981). The letter was written by "Crabby," a newlywed wife frustrated by her husband's wishing to watch television in the bedroom while she was trying to sleep. As the book suggests, students role-play the conversations. Crabby can politely ask Ron to turn off the TV, and Ron politely express his desire to keep the TV on; they continue until Crabby suggests a compromise—TV on tonight but off tomorrow night. Then, with the same partner, students can become less polite as they become angrier.

As a follow-up, the students write a letter of advice. One student wrote:

> Dear Crabby,
>
> I really don't know how to solve your problem because you're newlyweds. It's difficult if I advise you to sleep separate. The best way I think you should buy an

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Justice, *continued from page 6*

before, and now felt more confident about his beliefs. While studying his notes on the plastic tape dispenser, he reasoned that pride is often made up of cheap motives which make a person small. The clear roll of tape reminded him that others are able to see beneath our pride, and that one day, like the limited supply of tape, our pride will run out and we will be empty. He equated the center disk with the ease with which we pull out pride to avoid facing problems, and the dispenser's cutting edge brought home for him the moral that pride will one day destroy us if we are not careful (see Table 2-B).

Table 2-A: 3-M Tape Dispenser

Dispenser	Roll of Tape	Disk	Cutting Edge
Color is clear —you can see the tape	Tape is clear —you can see beneath it	You can pull tape off circle easily —you won't waste time —you won't get angry	Metal is ½" wide —metal keeps it from bending
Color does not offend —goes with everything	It is ½" wide —makes it easy to handle —you do not waste any of it	It is clear plastic —it is the same as the dispenser	It has sharp teeth —makes the tape easy to tear
Made of inexpensive plastic —practical —saves the company money —a modern material	It is neatly rolled in a circle —tape does not wrinkle		
It is small —you can take it any place, in purse or pocket	Only a certain amount is left on the roll —you do not know when it will run out		

Table 2-B: Pride

Dispenser	Roll of Tape	Disk	Cutting Edge
—It is sometimes made up of cheap reasons for doing something	—You can see through it. People can see beneath it	—It can be pulled out easily in any situation	—It has an edge which cuts and destroys us
—It helps us to save our face	—It makes us go in circles and we never get on the straight road	—We use it to avoid problems because it is the easy way	—It keeps us from bending. We need to bend like the trees to live
—It is sometimes modern. It is not built on old values	—One day, our pride will run out and we will be empty		
—It makes us small			

After the ideas on the abstract terms have been shared, the class and I begin the complex task of organizing our ideas and finding a central focus for an extended definition essay. But the task is made easier now because of the wealth of information with which we have to work and the insights we have gained into our own problem solving abilities. Good writers, Flower and Hayes (1980: 31) concluded, "discover what they want to do by insistently, energetically exploring the entire problem before them." Aleatory metaphors teach students to broaden their observation and reasoning skills, and to use these cognitive skills to develop strategies for identifying and solving rhetorical problems.

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Taylor, Barry P. Content and written form: a two-way street. *TESOL Quarterly*, 1981, *15*, 1, 5-13.

Zamel, Vivian. The author responds . . . *TESOL Quarterly*, 1984, *18*, 1, 154-157.

Media, *continued from page 7*

earphone for your husband. He'll wear it at 11:00 p.m. I don't think he'll refuse to do that.

Ann Landers Helper

Using advice columns has not only improved all of the language skill areas, including changes of register such as politeness levels, but has also brought humour into my classroom. It has often opened doors for students to share similar experiences or problems that they might otherwise have kept to themselves.

Newspaper Article Dictations

Dictation of articles from the newspaper develops the students' listening skills. Asking them to reproduce the article in their own words, as a "dicto-comp," not only develops listening skills, but emphasizes writing. I choose a short human interest story and read it to my students twice. Then they write "What I Heard." When they are finished, I have them compare the original I read to their own version. We then do a number of follow-up exercises. Here is an example of the process.

Odd-footed Women become Sole-Mates

LYONS, Ill. (AP)—Carol Marciejewski has a right foot 2½ sizes bigger than her left and for years had to buy two pairs of shoes just to get one pair that fit.

Then she met Nancy Johnson in Houghton, Mich. with the same problem—except with opposite feet. Now the two trade shoes regularly and in the last year they've traded 15 pairs. The women were brought together by the National Odd Shoe Exchange.

"What I Heard" Sample:

Carol Maeicjewiski has a biggest problem. wiht her foot the right one is biggest the the left one. She has to buy two pair of shoes a year to wear one. Now she met Nancy Johnson from Michigan and she has the same problem, but different feet now they change and bouth have 15 pairs a year.

Discover the Meaning

a) Everyone has slightly odd feet.
b) An odd cigarette/drink won't hurt you.
c) Whenever I do the laundry, I always get an odd sock.

These and similar vocabulary exercises encourage students to use vocabulary and idiomatic expressions from the original article.

Pictures

I encourage my students to use any and all cues in the newspaper which might make the material more comprehensible. At a lower level, for example, students can match headlines or captions with pictures.

Visuals can help students predict the meaning of the article that follows. This is an exercise I did using pictures of couples I had cut out from the newspaper and magazines.

The people in each of these pictures are married. Choose a couple that you like. Write a story about them, including the following information.

How did they meet? What were they doing when they met? How long did they date before they decided to get married? Did they live together before they got married? How long were they engaged? Describe their first home. What hobbies do they have? What are their future plans? Describe their hopes and dreams.

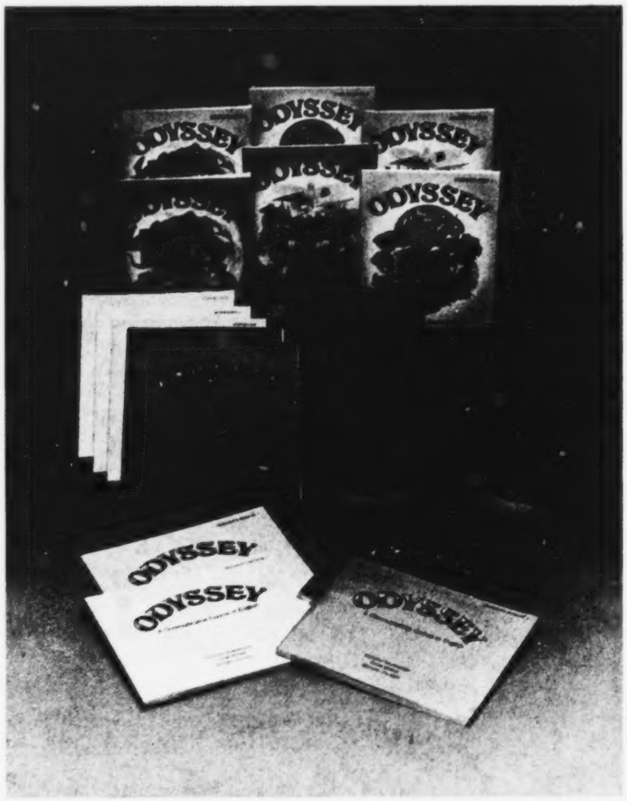
Add any other information about the couple that will help us to get to know them better. Be sure to give your couple names.

This exercise works equally well with "friends" and pictures of individual faces. Just adapt the questions, e.g., "How did they meet? What were they doing when they met? How long have they been friends? What makes their friendship so special? "

Newspaper Scavenger Hunt

In this exercise, the students use their scanning skills to find specific information and work in a group where teamwork is the key. The students must cut out of the paper only the information I have listed on their sheet, not just tear out the entire page. Here are some sample assignments:

Continued on next page



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As a group, see how quickly you can find the following:
- the word Canada
- three descriptive words in the sports section
- the price of gold today
- a face with glasses
- an article about a labour dispute

This type of exercise can be used to reinforce whatever grammar or vocabulary we've been doing in class, e.g., "Find a picture of someone smiling/shopping/talking."

Radio and Newspaper News

We listen to the radio news once a week. I prepare my students by telling them which radio channel we'll be listening to in class—one where the total broadcast is about three minutes. I explain the breakdown on that channel, e.g., weather, sports, traffic, news, weather, and tell them that the news part usually has seven or eight stories.

Since we already listen to the radio weather daily, I concentrate on the news. I have the students write down the first three words of each news item. From the intonation of the radio announcer's voice they are able, with practice, to discover where one story ends and another begins. I have them raise their hands when a new story begins.

From this exercise we predict, based on the first three words of each story, what the story is about. Then I choose one new word or expression from each story and preteach these on the blackboard. I give my students a comprehension exercise with seven or eight True or False questions, or fill-in-the-blanks. This active involvement in the broadcast helps students learn the necessary skills to break it down into comprehensive units.

When the news exercises are finished, I ask my students to scan the newspaper and find one article that they heard reported on in the radio news. I tell them to read as much as they like and to use any pictorial information. They then write a paragraph, in their own words, based on the information they heard on the radio, and read or saw in the newspaper. I collect these and have them typed to produce a student news-magazine.

Commercials

Radio commercials are very effective in building confidence through their often humorous situations. One commercial we worked with involved a one-sided conversation between a pharmacist and a woman with laryngitis. To provide the essential background context for listening, I had my students discuss various remedies for sore throats, e.g., *pastilles, cough drops, lozenges, cough syrup*. We also discussed where to buy these and whom to ask for advice. I then played the commercial and the students had to use their prediction skills, from cues provided by the pharmacist's words, to guess what the woman might have said if she had been able to talk:

A: ——
B: Ah. What's that, madam?
A: ——
B: A sore throat? Something for it?
A: ——
B: Oh, you want to play charades? All right. Mouth. Eat. Bread. Sounds like bread . . . Brad . . . Brad . . . Bradasol lozenges? Great!
A: ——
B: Now which flavor? Cherry? Hey? How would you do honey-eucalyptus?
A: ——

Conclusion

You can motivate your students by providing reading and listening material that is interesting and relevant to them. Some areas of particular interest to my students are the food sections—both for shopping and special holiday recipes, horoscopes, classifieds, crime stories, and a variety of radio programs. You can indeed relieve "media madness" by meeting the expressed needs of your students.

Resources

Baudoin, E.M., *et al. Reader's Choice*. Ann Arbor, MI: University of Michigan Press, 1977.

Decker, Howard. *Newspaper Workshop: Understanding your Newspaper*. Toronto: Globe/Modern Curriculum Press, 1978.

Yorkey, Richard. *Reply Requested: 30 Letters of Advice*. Reading, MA: Addison-Wesley, 1981.

Zukowski/Faust, Jean *et al. Between the Lines*. New York: Holt Rhinehart and Winston, 1983.

You can get in touch with your local or national newspapers, or with a national association of newspaper publishers to see about arranging tours of a press building, or receiving educational materials, like the following:

Using Newspaper Stories to Teach English as a Second Language. Ministry of Culture and Recreation, Newcomer Services Branch, 77 Bloor St. West, 5th Floor, Toronto, Ontario, Canada M7A 2R9.

Newspapers in Education: Teacher's Resource Kit. Educational Services, The Toronto Star, 1 Yonge St., Toronto, Ontario, Canada M5E 1E6.

An Honest Thief

by Elizabeth Coelho

Bathurst Heights Secondary School, Board of Education of North York, Toronto, Canada

This unit, based on a short story, "An Honest Thief" by Timothy Callender, is designed for students from the English-speaking Caribbean who speak an English-related creole language or who operate at the interlanguage stage between Creole and standard English. This unit can also be adapted for other similar language situations (see Further Suggestions with bibliography for Malaysian and Singapore English).

These exercises and materials are suitable for use with adolescents and adults, but could be used with younger children if some adaptations were made to take into account their level of maturity and social awareness. This unit generally takes 10-15 class hours, spread over several weeks.

Rationale

Many students from the Caribbean, including some who have been in North America for many years, share these characteristics:

a) They have a negative view of their own language, and of themselves as users of it, often referring to Creole as "bad English or "broken English."

b) They often operate at an interlanguage stage between Creole and English, and are not aware of the fossilised errors which they have in their use of standard English.

c) Because their teachers and/or employers and colleagues perceive them as English-speaking, with a British colonial history, it is often assumed that they will be able to integrate easily into English-speaking North America; however, they often have severe problems with cultural adjustment.

d) They often read several grades below their expected grade level, because they are not aware of specific reading skills and strategies which can be used for specific purposes, and because much of what they are given to read in North American classrooms is culturally irrelevant to their background and experience.

e) Because they often lack experience and confidence in writing for a variety of purposes, such students need structured practice in expressive and transactional writing.

f) They may be accustomed to an authoritarian, teacher-directed classroom and methodology and have little experience with group work, student-centred activities, or research and discovery projects.

Objectives: This unit will assist students to: (See a-x below.)

Strategies: A chronological sequence of presentations, activities and exercises for class work and homework.

a) *Use prediction as a tool in reading comprehension.*

—Students are asked to make some guesses about the story from the title and illlustrations, e.g., "What do you think an honest thief is? What do you think is stolen?"

—A tape-recording or live reading of the story is used; the reader must be able

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to switch from standard English for the narrative sections to Creole-influenced English for the dialogue. Students listen and follow in the text. At three or four points in the story, the teacher stops the tape and asks students to predict what is going to happen next: e.g., "Mrs. Spencer seems to get less attention from her husband than his banana tree does. What do you think she will/should do about it? Do you think Bulldog will get any of Mr. Spencer's bananas?"

b) *Skim a passage to follow a sequence of events.*

—Teacher asks main-idea comprehension questions based on the chronology of the story: e.g., "Who is the story about? What kind of man/husband is he? What happens one day? What happens then?"

c) *Write a summary, using signals of chronological order to relate a sequence of events.*

—On the blackboard, the teacher provides an outline of chronological signals to guide the students in writing a summary: "This story is about . . . who . . . One day . . . A few days later . . . Next day . . . Then . . . Later that evening . . . The next night . . . until . . . Finally . . . " The teacher keeps these summaries for a future activity (see step o).

d) *Develop a positive view of creole languages.*

—Teacher leads a discussion of the two kinds of language used in the story: e.g., "Is the language the same throughout? When does it change? Why? Would the story be as effective if it were written/read in standard throughout? Why not? Do you ever switch your language like this? When? How do you feel about Creole (or Patois, or whatever term the students recognize)?"

—The class is divided into groups to compile a list of words and expressions which the students know or use and which they think are not standard English. Each group presents its list and explains the words to the class.

e) *Read more effectively for factual information by using pre-reading questions.*

f) *Understand the origin of the Caribbean creole languages, and the relationship between slavery, colonialism and the creolisation process.*

—A brief historical overview of how creoles were developed, written or adapted by the teacher (e.g., Coelho, 1984) is assigned to be read for homework. Students are given some pre-reading questions to help them focus on main points, e.g., "What are creole languages? Who invented them?"

g) *Understand and use some of the linguistic terminology used in the discussion and description of creole languages,* e.g., "creole, patois, standard English, vocabulary, pronunciation."

—Students complete a word puzzle in which the clues are based on information found in the reading passage (see *f*): e.g., "This word means 'ghost' in Jamaican." "The slaves were separated from their own cultural groups so that they could not _____with each other."

h) *Recognise subject-verb agreement in standard English as a grammatical feature different from Creole.*

—Teacher writes quotations from the story that feature third-person singular present tense verbs without the *-s* marker on the blackboard, e.g., "Every morning as God send I see you out there looking up in that banana tree." "Suppose somebody come in here one o' these nights and t'ief them?" "Who say so?"

i) *Scan a passage for specific details.*

j) *Understand the advantages of sharing tasks in a group.*

—Teacher asks the students to work in groups to find out as quickly as possible the following information for each quotation: Who said this? To whom? When? Where? This task involves intergroup cooperation. After discussion of the answers, the teacher leads a discussion of the approaches used; the fastest group will have divided the quotations up among the group members, rather than having everyone in the group work on each quotation.

k) *Recognise subject-verb agreement in standard English as a grammatical feature*

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different from Creole.

l) *Identify subject and verb in a sentence.*

—Teacher focuses attention on the verbs in question and asks the students if they think these are examples of Creole or standard English grammar, and what they think the standard form is. Teacher uses examples to teach or review the concept of verb and subject.

—Teacher uses the same verbs in an exercise in which students identify the subject of each verb.

m) *Formulate a rule for subject-verb agreement.*

—Teacher returns to the original quotations and asks the class to help re-write the verbs: "What should we do to make these verbs follow standard English rules?" Students are asked to work in small groups to write the rule; the teacher helps the class to synthesize the different versions, and posts it in the classroom.

n) *Apply the rule for subject-verb agreement.*

—Students are given a cloze exercise based on the story, in which a present-tense context is established and most of the verbs omitted, e.g., "This story is about Mr. Spencer, who loves his banana tree more than anything else, and Bulldog, who ____ to get his hands on Spencer's bananas."

o) *Edit their own work for subject-verb agreement.*

—After reviewing this assignment (see *n*) and correcting any subject-verb errors, the teacher writes on the board a summary of the story based on the student summaries (see *c*) which is correct except for the verb agreement. Students correct this text where necessary. The teacher then erases the board, distributes the students' own summaries, and asks the students to check their verbs and correct them where necessary. Teacher checks each one individually.

p) *Make new relationships with other students in the class.*

—Students are given an interview sheet with questions, e.g., "Where do you come from? What languages do you speak? Where do you live? How do you get to school? How many brothers and sisters do you have? What subject do you like the most/least?" They interview each other in pairs.

q) *Apply the rule for subject-verb agreement in a less structured writing activity.*

—Students write reports on each other. Before handing in the report, students underline each subject and verb, making corrections to the verb if necessary.

r) *Use directed reading in context to assist in comprehension of new words.*

—Teacher reprints large chunks of the story. For each chunk, students must find a word to match a given meaning, e.g., "In this paragraph, find a word which tells us that . . . /which means . . . /which describes . . . /which shows . . . "

s) *Use the new vocabulary in a different but related context.*

—Teacher prepares a cloze exercise based on the story and discussions in which the new words must be used to fill in the blanks.

t) *Referring back to the text and finding supporting detail.*

—Teacher prepares students by asking questions like "Do you feel sorry for Mr. Spencer when he loses his bananas? Why not?" Students are then asked to find some examples in the story which show us that Spencer is a bad man. This is done with several points.

u) *Apply the rule for subject-verb agreement within the literary convention of the "historic present".*

—Teacher explains the convention of writing about literature, movies and plays in the present tense, using movie listings from *TV Guide*, or book and movie reviews as examples. Students write about the story, e.g., "This story is about a man named Spencer who loves his bananas more than anything else."

v) *Make explicit inferences beyond the text.*

—Teacher leads an oral discussion, asking questions like "Why does Bulldog want Spencer's bananas so badly? Doesn't he have a tree of his own? Why does Mrs. Spencer put up with such bad treatment from her husband?"

w) *Appreciate the advantages of code-switching and assign Creole and standard English to appropriate purposes.*

—Students are divided into pairs and groups of three. Each student receives a role-card which outlines a role from the story, in a situation which did not occur in the story, but could have been a parallel event, e.g.:

Mrs. Spencer: You are staying with your mother, because your husband treats you so badly. You are complaining about him to your mother.

Mrs. Spencer's mother: Your daughter is staying with you, but you think she should return to her husband; you want a quiet life. You have asked the pastor to come and help convince your daughter that it is her duty to return.

The Pastor (preacher, etc.): You are visiting Mrs. Spencer and her mother because you believe it is Mrs. Spencer's duty to return to her husband, and you want to convince her to do so.

Students have to decide which language to use, and whether their characters are likely to switch at some point. Students write or improvise the dialogue for their role-play, and present it to the rest of the class.

x) *Understand some differences which may exist between the cultural values of Caribbean and Canadian communities.*

—After the role-plays, the teacher leads a discussion of some of the values exposed in the story and the role-plays. For example, "Mrs. Spencer seems to take a lot of abuse from her husband. How do you feel about this? How would most people in your community feel about this? What do you think is the Canadian attitude toward this?" The teacher can use newspaper articles and the literature of community groups to illustrate some contrasts in values which may apply.

Resources

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Further Suggestions

This general approach can be used with any students, particularly those whose first language is regarded as a non-standard variety of English, e.g., Black English Vernacular, Hispanic English, West African English. The following list suggests references for teaching students who speak Malaysian or Singapore English.

General Reference: John Platt, Heidi Weber and Mian Lian Ho. *Singapore and Malaysia*. VEAW 4. Amsterdam and Philadelphia: John Benjamins Pub. Co., 1983.

Fiction:

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Jump-Rope Games

by D. Scott Enright and Mary Lou McCloskey
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Jump-rope games have long been a part of the oral traditions of children's play, and cut across many linguistic and cultural boundaries. They are also excellent activities for introducing and drilling new language forms in a structured but appealing manner. Jump-rope rhymes and chants provide an opportunity to combine good physical exercise with language learning. These games extend the ESOL curriculum to playground and after-school times, by providing a comfortable avenue for English language use outside the classroom.

We have provided a few of our students' favorite games and rhymes below, selected for the usefulness and potential application of the language in the rhymes to other academic and natural communication settings. We have listed a few books and records you could consult; most often, though, the best source of jump-rope games is the students themselves. We have had great success in getting English speakers to share their rhymes, and in helping English learners to translate and share rhymes from their own language.

Jump-rope games can involve students of both sexes if you are consistent in your expectations that all students should participate in "jump-roping," if you initially require all students to participate at least in the chanting within the games, if you show your students that jump-roping is a serious athletic endeavor requiring real skill and coordination, and if you reassure your students through speech and action that they will not be ridiculed for participating. Both boys and reluctant girls will soon join in as enthusiastically as the more eager ones.

Basic Jump-Rope

All the jump-rope games described here use one long rope, about six to eight feet (two to three meters) long.

For all games, first teach the students how to turn the rope, and how to jump (see basic terms below). For each new game, teach students the chant by using word-cards, or pictures depicting each phrase, or by pantomiming the action. Have students take turns turning the rope and jumping while all the students chant and pantomime the activities. Advanced jumpers can also pantomime the phrases as they jump. Make sure all students can see the jumper.

Basic Jump-Rope Terms

Turner/Twirler. One of two people who turns the rope.

Run-Ins, Run-Outs. The entrances and exits from a jump-rope game. To run in, wait for turners to get a good steady pace going. Then run into place at the middle of the rope, when the rope is as close to the top of its arc as possible. Run-outs are the reverse. Some games use run-throughs, where a player runs in, stops and skips once while saying a phrase, and then runs out again.

Miss. The failure of a jumper to jump over the rope. Usually, one miss signals the end of the jumper's turn.

Skipping. The most common jump, composed of two rhythmic jumps: one to jump over the rope as it comes down to your feet, and one to keep time as the rope goes over your head.

Hot Peppers. A fast single-jump skip which begins when the turners increase the pace of their turning and slap the rope on the ground briskly with each turn.

1. Teddy Bear, Teddy Bear

This game works especially well with young children. It is a great way to introduce and practice command forms and following directions. Students first learn eight verbs, and practice them orally and physically in the game. Once the basic chant is learned, you or the students may add more words and actions. For example, as part of a unit on travel, you could add *fly around* or *drive downtown.*

Chant

Teddy Bear, Teddy Bear, turn around
Teddy Bear, Teddy Bear, touch the ground
Teddy Bear, Teddy Bear, read the news
Teddy Bear, Teddy Bear, shine your shoes
Teddy Bear, Teddy Bear, go upstairs
Teddy Bear, Teddy Bear, say your prayers
Teddy Bear, Teddy Bear, turn out the light
Teddy Bear, Teddy Bear, say goodnight.

2. Mother, Mother

This game has different choruses depending on the language needs of the players. One chorus uses counting; the other uses familiar childhood illnesses.

Chant

Mother, mother, I've been (have been, am) ill
Send for the doctor over the hill
If he (she) won't come, the town nurse will
To tell us if I need a pill.

Chorus One:

What kind of illness do you think it is?
(Here, switch to hot peppers. On each swing that the student successfully jumps over, the group yells out a new name:)

Measles, chicken-pox, headache, chills, skinned knees, stomach ache, blister, you're well!
(If the jumper makes it to this jump, s/he runs out and everyone cheers!)

Chorus Two:

How many doctors will it take?
To cure this nasty tummy ache?
(Here, switch to hot peppers. On each successful jump, the group shouts out, *One! Two! Three!* etc. until the student misses and her/his turn is completed.)

Language Emphasized in this Game

1) negation, e.g., *won't;* 2) *if . . . then . . .* clauses; 3) irregular *be* forms, e.g., *I am;* 4) contractions, e.g., *I've;* and 5) names of illnesses; or 6) counting.

Students jumping rope at the Garden Hills International Summer School, Atlanta, Georgia.

3. Twenty-Four Children

This game employs run-ins and run-outs as well as two different jumps. It is an excellent chant for introducing verb tenses. It can be used at the beginning of the school year, or when a new child joins the class, to practice and learn everyone's name.

Chant

Not last night, but the night before
Twenty-four children came knocking at my door
I went out—(here, jumper runs out)
To let them in—(Here, jumper runs in and starts jumping again)

Chorus One

How many children did I get?
(Here, switch to hot peppers. On each jump successfully completed, the group shouts out, *One! Two! Three!*, until the jumper misses and the turn is completed.)

Chorus Two

Who were the children that I got?
(Hot peppers—for each jump, the group calls out the names of the children waiting to jump, e.g., *Trinh! Karla! Afroud!*)

Language Emphasized in this Game

1) temporal terms, e.g., *the night before;* 2) verb forms, e.g., *came knocking, to let;* 3) locatives, e.g., *in, out;* and 4) counting; or 5) names of class members.

4. Brinca La Cuerdita

This Mexican jump-rope rhyme was supplied to us by Betsy Vásquez, and is a hit in both Spanish and English. Although it is obviously good for following directions, directional phrases like "to the right," and direct object pronouns, children can easily make up additional phrases.

Chant

Brinca la cuerdita
Brincala otra vez
Brinca al derecho
Brincala al revés
Brinca la cuerdita
Brincala otra vez
Brincala de nuevo
Yo ya me cansé!

Continued on next page

Dental Care

by Basem L. Ra'ad
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This description outlines one four-hour lesson unit in a series for an integrated skills course, aimed at high-intermediate to advanced college level students in a non-native English speaking setting.

The "formula" for each lesson is based on a theme that provides both a contrast between formal and informal varieties of English as well as maximum relevance to the teaching situation. The themes can be treated from either a technical, career-oriented point of view, or a general interest one. Typically, a lesson includes reading passages, props and diagrams, a dialogue, vocabulary extensions and writing tasks.

Reading and Preparation

For this lesson on dental care and dentistry, students are given several reading passages taken from encyclopedias, family health guides, or technical sources (see Resources) to prepare beforehand. These cover topics such as "Pain" and "When Teeth are Extracted." Here is a sample passage from "Introduction: Dental Disease as a Chain Reaction":

> Just because your mouth doesn't bother you does not mean it's healthy. Since disease in the body starts out on a cellular level, the first breakdown is so small that you don't even know it's happening. Your brain centers tell you something is wrong only after a lot of tissue or structure has been destroyed . . . When your tooth has just a little decay, or your gums are just slightly inflamed, they don't hurt. Yet, at some stage, you'll feel it. (Marshall, 1980: 15)

Vocabulary lists, classified by specific purposes, are handed out for study.

List 1. Students use the dictionary to look these words up; the list can also be studied using previous morphological and etymological approaches taught in the class, such as word stems (*cellular, breakdown, infection, abscess, sedate, sedative, endodontist, prescribe, prescription*).

List 2. This list draws attention to words which have multiple meanings; these can be checked out of context first with students, who can be encouraged to guess what their specialized meanings would be (*gum, decay, inflamed, cavity, extract, extraction*).

List 3. These words and idioms are commonly used in many kinds of situations, and can usually be figured out in context (*bother, discomfort, put in, take out, fill up*).

Discussion Session

An effective way to begin the lesson is to introduce a few real objects: a toothbrush, toothpaste, dental floss, plaster casts, shark or other animal teeth. Diagrams of tooth structures or pictures of human or other teeth (see Figs. 1 and 2), slides, overheads or films can be used to good effect. (Try local dentists, fishermen and zoo officials for good "live" and written material.)

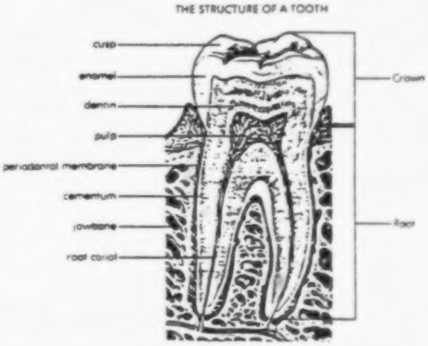

Fig. 1 *The structure of a human tooth.*

Students ask about the props, clarify basic terminology, and ask questions of a general nature, e.g., *When are human teeth acquired? How many teeth does a child have? When are they replaced? How many teeth does an adult normally have? Are all teeth the same size? the same shape?*

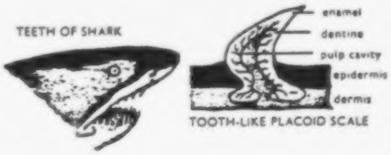

Fig. 2 *The structure of a shark tooth.*

Questions about the functions of teeth — biting, tearing, chewing, grinding — and their types — e.g., incisors (scissors!) and canines (dogs!) — can be encouraged. Special attention is paid to developing awareness of ways in which teeth can be harmed, including breaking and decay.

This discussion session helps generate interest, overcome mild distaste for some, fill in informational gaps in background knowledge, and gives practice in grammatical structures such as question form. It is most useful in preparing the students for further work, and supporting writing tasks such as description and comparison.

Readings and Supplementary Exercises

Oral and written questions about reading passages involve inferences and understanding vocabulary, as well as determining the degree of formality in the texts, which may include conversation or reported dialogue. Here are some sample questions that could be asked: *Which passage has the most spoken features? Which passage is the least/most formal—"That hurts!" or "The patient experienced discomfort."?* Questions lead back to the vocabulary lists, with discussion of where specialized terminology can be replaced by popular words in written English.

Supplementary exercises can be developed to help review particular points of grammar or vocabulary. For example, tense, plural forms and word forms can be highlighted, as in *When a tooth cannot be saved, the dentist (extract) it.*

Readings of varied types provide excellent opportunities for both language practice and topic discussion, as in an instance from Cervantes's novel *Don Quixote* when the hero says that "a mouth without grinders is like a mill without a millstone, and a tooth is more to be prized than a diamond."

Dialogues

A dialogue between a dentist and a patient is introduced, played from tape (pre-recorded with the help of a friend) or acted out on the spot. The script can be first handed out for students to scan before

Continued on page 14

Jump, *continued from page 12*

English Translation

Jump the rope
Jump it again
Jump to the right
Jump backwards
Jump the rope
Jump it again
Let's start over/It's your turn
I'm tired now!

(Here the jumper runs out and a new jumper comes in.)

Further Suggestions

This is a wonderful series of lessons—not only for kids. The spouses of foreign students, and immigrant parents, enjoy learning these rhymes and sharing them, playing with their own children.

Another plus—some of the best jump-rope experts in New York City and Atlanta, for example, speak a variety of non-standard Black English. This is a great way for them to display their own skills and practice another variety of English.

Resources

McGee, Barbara. *Jump-Rope Rhymes*. New York: Viking Press, 1968.
Milberg, Alan. *Street Games*. New York: McGraw Hill Book Co., 1976.
Serreti, Fred. *The Great American Book of Sidewalk, Stoop Dirt, Curb and Alley Games*. New York: Workman Publishing Co., 1975.

Records
Rope Activities. Melody House Record Co.
Rope Jumping. Kimbo Records.
Rope Skipping. Educational Activities Co. (These records come with books describing jump-rope games.)

Trick or Treat

by Lise Winer
Southern Illinois University, Carbondale, Illinois, U.S.A.

The holiday of Halloween is celebrated in many countries, perhaps most spectacularly in Ireland, Scotland, the United States and Mexico. Customs and objects associated with the holiday vary widely; the following lesson plans have been adapted at various times for different locations and different levels. The cultural and integrative aspects of this kind of topic are very strong; even those who do not participate in the holiday itself appreciate learning about what is going on! Similar lessons can be developed for other holidays.

Introduction

Talk about Halloween and ask students to identify objects and images associated with it. If Halloween items are readily available in the environment, ask students to bring in or note examples. Common symbols are cats, witches, pumpkins, ghosts and skeletons. A query as to the origin of the holiday and customs leads into the first set of readings, on the history of Halloween. The activities which follow can be done in virtually any order.

Reading: History of Halloween

A reading on the history, background and change in meaning of Halloween is preceeded by questions which ask students where they think Halloween originated, why people dress up in costumes, and what they think the original purpose of the holiday was. Special emphasis in the reading exercises is placed on finding the main ideas, outlining and noting contrasts between past and present practices. Readings can be adapted for different levels. This is an example of a text adapted for a high intermediate level:

> Although we celebrate many holidays today, probably the strangest one is Halloween. It is the night before, or eve, of Allhallows or All Saints' Day. This is one of the most important festivals of the church. At the same time, however, Halloween celebrates beings and rites which the church has for centuries tried to destroy. We find a mixture of solemn church observance and pagan survivals. The latter include the importance of witches, cats and ghosts. In order to understand this strange combination, we must go back into the past and try to find the holiday's origins. (Linton and Linton, 1950).

If the text mentions the custom of "souling," going from house to house begging for food, you can play songs associated with it. I use Peter, Paul and Mary's version of the traditional song, "A-Soalin'":

A soul, a soul, a soulcake,
Please, good missis, a soulcake,
An apple, a plum, a peach, a cherry,
Any good thing to make us all
merry . . .
If you haven't got a penny,
A ha'penny will do,
If you haven't got a ha'penny,
Then God bless you.

Not only will the readings provide good background information, but they provide language such as sequencing terms, e.g., *later on*, past and present tenses, and contrast vocabulary, e.g., *although*, *but nowadays*, in addition to large quantities of both topic-specific and general vocabulary.

Jack-o-Lantern

Bring in a nice large pumpkin (much easier to hollow out than the traditional Scottish and Irish turnips). For a large class, bring in two or three. (If necessary, this exercise can be done with orange and black construction paper instead.) Stu-

Continued on next page

Dental, *continued from page 13*

listening, or can be presented afterwards. Here is an excerpt:

D: The x-rays don't look very good. I'm afraid that tooth has got to come out.
P: Oh. I didn't think it was that bad. It didn't really start hurting till a couple of days ago . . . .
D: When was the last time you had a check-up?
P: Eh . . . er . . . a year . . . no, I think it was two years ago. Isn't there anything you can do to save the tooth?

The dialogue is fairly basic in concept and generalized in situation, so that after making sure students understand the words, and have practiced pronunciation, stress and intonation, they will be well-prepared ("armed to the teeth", in fact!) to tackle the next task in the lesson: preparing a dialogue of their own.

Student Dialogues

Students are asked to create another dialogue, with a somewhat different situation than the original. The dialogues attempt to incorporate elements from the readings and discussions — from specific vocabulary to specific advice. Students usually begin with greetings, and end in a variety of ways, e.g., setting up a further appointment, or having a successful filling or extraction after administration of anaesthetic. One student had herself rebuked by the dentist: "I am surprised a person like you doesn't look after her teeth." Another provided this realistic scene:

D: What's the problem exactly?
P: Well, last night I had a terrible toothache. I couldn't even sleep. That's why I'm your first patient today.
D: Aha . . . did you have any sweets yesterday, or any hot drinks?
P: Let me see . . . I guess I had a large chocolate bar . . .
Then, after the anaesthetic and filling:
D: Here we are . . . everything is over and you aren't going to complain of this tooth again.
P: I ho— to.
D: You mean you hope to . . . don't try to talk and don't eat until 12 o'clock.

Writing Tasks

Students are given a number of topics for writing expository compositions. Some require further reading background and discussion, and some can be written from material already discussed in class. Sample topics include describing the types and functions of human teeth, how a particular animal uses its teeth, comparing and contrasting the teeth of two animals, explaining why it is necessary to maintain dental hygiene, and explaining the various specializations in dentistry.

Supporting vocabulary and structures should be given or reviewed as appropriate—for example, structures of classification, comparison or explanation.

The students' work exhibits the lesson's potential for integrative and often inspired production. Most compositions emulate aspects of the readings and show how information gained throughout the lesson has been modified, extended and synthesized.

Other extensions to the lesson, such as additional writing functions and supporting language points, to reinforce requirements of a specific syllabus or to practice particular weak areas, can easily be added to this format. The students perform well after gaining competence in a subject that they have explored in so many dimensions, with elements they have discovered, and tools they have forged and sharpened.

References

Cranin, Norman A. *The Modern Family Guide to Dental Health*. New York: Stein and Day, 1973.

Marshall, Howard B. *How to Save your Teeth* New York: Everest House, 1980.

Wagman, Richard J., ed. *The New Complete Medical and Health Encyclopedia*, vol. 2, Ch. 10, "The Teeth and Gums," pp. 487-511. Chicago: J.G. Ferguson, 1977.

Many other resources may be available from public dental centers and dental associations.

Note: Thanks to Tony Watson, John Milton, Joseph Petraglio and all their students and mine for piloting this lesson.

Trick,

continued from page 14

dents draw faces on paper or the blackboard, and the class picks the parts it likes best to use. You can give the students some carving tips that utilize particular grammatical structures, e.g.:

a) The larger you make the eyes, nose and mouth, the easier they are to cut out, and the more light will shine through.

b) If the mouth is too close to the bottom of the pumpkin, it will be difficult to see.

c) Don't put the eyes, nose and mouth too close together, or your jack-o-lantern will collapse.

Students draw the chosen face on the pumpkin with felt-tip marker, or lightly scratch with pencil, and then take turns carving. First the top lid is cut out: a circle around the stem, with the cuts slanting inward to keep the lid from falling in. Then the pulp and seeds are scooped out with a large spoon or by hand. As the students are working, keep up a running commentary, and write relevant words—e.g., *scoop, pulp, carve, seed*—on the board. Students will come up with inspirations—last time several Malaysian students took the long curved eye cutout pieces and stuck them on with toothpicks to make horns.

When the jack-o-lantern is finished, put a candle inside, preferably in a holder, and light it. Turn out all the lights, cover the windows, and practice admiring!

Instructions or Narrative: To follow up this activity, students can write either a past tense narrative about making the jack-o-lantern, e.g., *first we drew . . . then we cut . . .*, or a set of instructions, e.g., *first draw . . . then cut . . .* You can also give them a set of instructions or a story as a strip story, with each line written on a separate card, for them to arrange in logical order, paying special attention to sequencing.

Recipes: The jack-o-lantern, having served one purpose, can be turned into pumpkin cake, stew, pie, cookies, fritters or muffins, either in the classroom or at home, and eaten by the whole class. Good recipes for canned or fresh pumpkin can be shared in the class with students from different countries. (Note: not all varieties of pumpkin are orange—most are green and yellow.) Recipes can be dictated by the teacher, or by students working in pairs in order to practice both writing and listening comprehension.

Of course, you didn't throw away the seeds from the jack-o-lantern. Separate them from the pulp—don't wash them—and mix together with melted butter and salt. Place on a greased baking tray, and bake at 200° F (87° C) for about 45 minutes. Crunch and munch!

Many school cafeterias and restaurants have special Halloween menus, usually including quite ordinary dishes with terrible names like "fried bat wings." A simple "vampire punch" can be made with any mixture of fruit juice and carbonated beverages which includes cranberry juice or red-coloured soda.

Halloween Manners and Customs

Explain the local customs regarding Trick or Treating (or souling). Just as it is fun for younger students to participate in trick or treating to get treats, it is important for older students to realize their duties as providers. What do children in your neighborhood say at the door? In Quebec, most children exclaim, "Halloween!" In the United States, the classic "Trick or Treat" varies, e.g., "Trick or Treat, Trick or Treat, give me something good to eat." Adults can practice saying appropriate things like, "Here you are. And some for you. Oooooh, you're so scary. Oh, aren't you pretty!"

Treats: What kind of treats can be provided—candy, money, fruit, toothbrushes? Because of concerns over safety (see below), parents feel more secure when children receive wrapped and sealed candies.

A shopping unit on candy is included here. Ads for candies are available in local newspapers and grocery stores, or you can collect candy wrappers, or write names and descriptions on cards. This is especially good for practicing numbers, quantifiers, comparison pricing, and also word problems in arithmetic, a vital skill:

a) If you have five dollars, how much candy can you get? (Chocolate, the great favourite, is also usually the most expensive per piece.)

b) You are expecting about 60 children to come to your door. How many pieces of candy will you give each child? How many pieces will you need in all? How much will it cost?

Tricks: There may be special local tricks, like the Quebec pre-Halloween "Mat Night," in which door mats are traditionally stolen. Ask students to finish the sentence: *If you want to keep your doormat, . . .*

Generally speaking, tricks are only played on people who do not provide treats. Soaping car windows may or may not be tolerated in a particular community. Vandalism can be a real problem, and students should be warned about the possible dangers and legal consequences of too many tricks.

Warnings: Unfortunately, it is necessary to teach your students about Halloween treat safety. Increasingly, apples or candy contain pins, metal or poison. Sometimes local hospitals have x-ray facilities available for screening bags of treats; avoid any loose, unwrapped, or suspicious-looking treats. A school or group may decide to have in-house parties; in any case, it is a good idea to have an adult accompany children, and only in the immediate known neighbourhood.

Halloween in Carbondale, Illinois, is primarily a college student festival, and is a major annual tourist attraction. Although much effort is put into safety awareness, the celebration can involve broken glass and rowdiness. Some activities involving warning include the following exercises:

1. Design posters on the theme of "Have fun, be safe".
2. Write a warning letter or editorial to the local newspaper.
3. Have a police education officer come and talk to the class.
4. Fill in a cloze passage, e.g., On the night *of* Halloween, be sure to *carry* an I.D. card. Do not *break* any kind of glass. Do not *carry* anything that can be considered a weapon, for *example*, a gun, a baseball *bat* or a broken bottle. Keep away from the railroad *tracks*.
5. It is Halloween. You forgot to buy candy, and your car is in the shop for repairs. Swarms of kids are milling around in front of your house muttering ugly words behind their masks. Think of five things you could say to scare them off. Use this construction: "If (you) . . . , (then) I'll . . . ", e.g., "If you even come close to my house with that egg, I'll be on the phone to the police before you can say 'trick or treat'."

Complaint: If, despite all precautions something disagreeable happens, it's good to know how to complain effectively.

a) Imagine those kids on your lawn did not listen to your warning, and have soaped your windows and demolished the front yard. Now you are on the phone to the police. Finish this conversation: "Officer, I'd like to report . . . ". You may want to use phrases like, *kids of today, when I was young, violence on television, should be banned.*

b) You are a store manager/home owner. You have suffered a broken window from Halloween vandalism. Write one of the following:

— a report and complaint to the police
— a report and claim to your insurance agent
— a report to the district store manager
— a letter to another member of the family
— a letter to the local school or public newspaper

c) If you have been practicing business letters in class, do one with a Halloween theme. This is a good way to keep practice from being boring. For example: a friend of yours who does not speak English well has just bought a Halloween costume from a store downtown. However, when she came back home, she found that the costume had a big hole in it. She brought it back to the store, but the clerk refused to take it back. Now you have to write a letter for your friend to the costume manufacturer to get a replacement or a refund.

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Trick, *continued from page 15*

Costumes

Students can plan their costumes in class. What would you like to wear? How are you going to make it? What will you need? Where will you find it or buy it?

Fabrics used in costumes include everything from special Halloween prints (e.g., little orange pumpkins on a black background) to fake fur. Mount small pieces on cardboard, label and price. Students can describe the different fabric—*smooth, shiny, furry, printed*—and costumes—*scary, pretty, traditional*. Look at a simple Halloween pattern. If you need 2 yards (1.8 m) of fake fur, 60" (150 cm) wide, at $4.95 a yard ($5.35 a meter), how much will it cost?

You can also have students order special Halloween T-shirts by mail, either for themselves or for someone else:

> Your family members at home have heard of the Halloween celebration in the U.S. They want you to bring back souvenir T-shirts for them. You have found a good design for these T-shirts. Send in an order to Trendsetters, Ltd. Get the address and price from the advertising flyer. Be sure to include sizes and colours—and your payment.

Games

Traditional Halloween games often involve nuts, apples and fortune-telling. Here are a few suggestions.

a) Write out, or give orally, predictions for the future for fellow students.

b) Bobbing for apples: float some apples or similar fruit, i.e., one that will float, in a large tub of water placed on newspapers. Students have to catch the apple in their teeth, without using hands.

c) Pare an apple, keeping the peeling in one long piece. Swing the peel three times around the head, then over the left shoulder. An unbroken peel falls in the initial of your future spouse.

d) Place 12 apple seeds on the palm of one hand and strike the palm with the other hand, while saying the following rhyme: *One I love, Two I love, Three I love, I say, Four I love with all my heart, Five I cast away. Six he loves, Seven she loves, Eight they both love, Nine s/he comes, Ten s/he tarries, Eleven s/he courts and Twelve we marry.* In addition to the practice of verb forms, recitations of rhymes like this are especially good for helping fluency, rhythm and stress patterns in speaking.

Meet the Editors

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Special thanks to Richard Buchholz, Janet Klutho, and Jean McConochie.

Jokes

You can use jokes as ice-breakers, as quick breaks, and as subtle reinforcement of particular language features. Here are a few favourites; many can be found on greeting cards and passed around the class.

a) What do you get when you cross a werewolf and a washing machine? (a wash-and-wear wolf)

b) What's the tallest building in Transylvania? (the Vampire State Building)

c) Knock, knock. Who's there? Tomb. Tomb who? Tomb it may concern.

d) Do I vish you a Happy Halloveen? You can Count on it! (this is a good one for talking about accents).

Dental Care

Halloween is a good time to talk about dental care. Advertisements in magazines are good supporting material: "After all the treats, treat them to Crest [toothpaste]" and "Today's treat can turn into tomorrow's trick." Students can read dental care information, visit a dentist's office, and debate whether it is a treat or a trick to be given a toothbrush instead of candy.

Skeleton

Many card shops in North America sell articulated cardboard skeletons of reasonable biological accuracy. Students can learn the major bones of the body—especially useful if they have had this in biology class. Make sure to include the "funny bone" (tip of the humerus at the elbow). Many Mexican Halloween items feature dressed-up skulls and dancing skeletons.

Ghost Stories

Ghost stories are particularly good to tell while you are sitting in the dark admiring your beautiful jack-o-lantern. You can tell one or read one. Have students try to predict what will happen next—both to ensure their comprehension and to keep them interested. Afterwards, they can write down the same story, as a dicto-comp, in their own words, or they can write their own stories—traditional or newly made—or they can finish a story to which you give them the beginning. There is plenty of scope here for people to draw on their own cultural backgrounds for the particular supernatural beings they are familiar with. I myself am easily terrified by stories such as Edgar Allen Poe's "The Black Cat." I do try to pick ones that are not too terribly creepy, but most students have a good appetite for such tales.

Additional Texts

Other reading texts include newspaper articles, editorials and advertisements. They don't have to be long:

> All Nite Halloween Skate: Kiddies Party 1-3 and 3-5. Prizes furnished by: Record Bar, Sport About, Bike Surgeon, and Tombstone Pizza.

What do you think the prizes will be?

Resources

Barth, Edna. *Pumpkins, Witches and Grinning Ghosts*. New York: Clarion Books, 1972. (children and young adults)

Linton, Ralph and Adelin Linton. *Halloween through the Centuries*. New York: Henry Schuman, 1950. (adult)

Peter, Paul and Mary. Peter, Paul and Mary in Concert. Warner Bros. Records, 1955.

Santino, Jack. Night of the Wandering Souls. *Natural History Magazine*, 92, 10, October 1983, 42-51.

Thanks to the students in Ling 585, Fall 1984 for their suggestions and contributions.

Teachers of English to Speakers of Other Languages

An International Professional Organization for Those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect

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NEWSLETTER

Vol. XIX No. 4 Teachers of English to Speakers of Other Languages August 1985

Authenticity, Relevancy and Challenge

Some Principles of Materials Design from the World Around Us

by Ann M. Johns
San Diego State University

Many of us in TESOL are involved in creating or adapting materials for our own students or for textbook development. In writing these materials, we make an effort to create exercises and tasks which are not only appropriate for the intended audience, but consistent with recent theory and research.

Because I teach a course in materials development, I have been particularly concerned with classifying the features of ESL exercises and with assisting my graduate students in writing appropriate materials. After consulting our materials development and methodology textbooks, Grellet (1981), Candlin (1981) and Johnson and Morrow (1981), reading some research literature, and surveying recent ESL classroom textbooks, I prepared a list of exercise development principles for my class which I would like to share with my colleagues.

The Principles

- **Authenticity.** The English for Specific Purposes movement has taught us that a needs assessment should be completed before the syllabus and exercises are written, to determine the tasks students must perform (see, e.g. Chambers, 1980) and the contexts in which they will be performed. The results of this assessment show what topics students will be concerned with, what roles students will play, and in which situations they will be involved. The first principle, then, is authenticity of task (including role, topic and situation). The exercises which we develop should be dependent upon the students' real world challenges (e.g. applying for welfare, taking notes on lectures). The second type of authenticity is that of discourse. The language to which students are exposed in the classroom should be as close as possible to the language of the situations in which they will be using English. As you develop materials, ask yourself, "Is this the way people really talk, write, etc.?
- **Relevancy.** Closely related to authenticity is relevancy. Everything that is done in the class should be as relevant as possible to the students' goals in learning the language.
- **Purposefulness.** There are two principal purposes for using language, according to Brown and Yule (1983): to convey information (transactional) and to make and continue social contact (interactional). Try to decide which of these purposes is more important to your students, and then decide how you can best assist them to achieve their goals. Take a careful look at the discourse which achieves these purposes. For example, discussing the weather for transactional reasons is quite different from discussing the weather (a safe topic) to maintain social contact.

Fully as important as decisions about purpose are your methods for conveying these purposes. Many ESL students think of the classroom as a place separate from the real world, where teachers use a special language seldom found elsewhere and discuss this language as an object

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(See also *On Line* and Audio Transcripts ad, pages 33-34.)

Selecting Books for ESL/EFL Students

by Dorothy S. Brown
Berea College

My purpose in writing *A World of Books: An Annotated Reading List for ESL Students* (published in 1979 and now out of print) was to suggest reading which could be enjoyed without a teacher's explanations. In the revised edition I intend to replace from one-third to one-half of the entries and to simplify the descriptions. I am following the same guidelines which were applied in the first edition:

1. Books should normally not exceed 300 pages, though occasional exceptions can be made.
2. Books should contain little or no nonstandard English, jargon, patois, or pidgin.
3. Books should contain nothing offensive to any race or group of people.
4. Books should hold the reader's interest.
5. Books should be written in the twentieth century.

I am also avoiding selections which contain frequent allusions which would be meaningless to most foreign students and selections which contain a significant amount of offensive (to most people) language, especially if it is used by the author. (A little appropriate obscenity used sparingly by a character is not necessarily objectionable, but when used in the author's own voice it can send dangerously misleading signals to an unsuspecting foreign reader.)

While reading material for this bibliography I have made some interesting discoveries. For the most part, English authors writing about England seem to write for readers who are familiar with other English literature, from Beowulf to Virginia Woolf. Writer and reader share an intimate knowledge of characters in novels by Jane Austen and Charles Dickens. American authors do not expect such familiarity with literature on the part of their readers, but they often assume an ability to understand regional dialects and customs.

Writers in a developing country such as Nigeria, who can survive only if their books are read outside their country, cannot take for granted their readers' familiarity with cultural background, either literary or folk. Thus their work presents fewer difficulties for readers from other parts of the world. Novels set in a country with a high rate of illiteracy like India (e.g. R. Prawer Jhabvala's *The Householder*) and in a large but thinly-populated country like Australia (e.g. Nevil Shute's, *A Town Like Alice*) likewise tend to be more universal in their appeal than those set in England or the United States.

Continued on page 7

TESOL NEWSLETTER

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The *TESOL Newsletter* (TN) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for these items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also published, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1500 words or five typed double-spaced pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the editors in charge of those pages: Affiliate and Interest Section News: Mary Ann Christison, Snow College, Ephraim, Utah [illegible]

[illegible]

President's Note to the Members

I am one of a number of TESOLers who like to use children's stories in their work. Often these stories have captured the imagination of a generation or more. Often, too, they are tales of adventure in which children, aided by anthropomorphized animals or other creatures, overcome the forces of evil. In the process, readers discover a range of characters—from the kind to the mean, the genuine to the cunning, the reflective to the impulsive.

My interest in such stories is not just in the role they play in shaping children's ideas of who they are and how they wish to relate to others; nor is it simply a harmless diversion for someone who might rather be teaching a course on children's literature or spending time reading to kids.

Rather, I recognize how important these stories are to me *now*. When I re-read them, I am often amazed to find how many ideas — specific phrases even — are deeply-rooted in my adult life: *Alice in Wonderland* and *Through the Looking Glass*, for example, contain so many allusions to language — I am sure I skimmed right by them as a child — that now I would be tempted to construct an entire course on L2 acquisition theory and methods around quotes from them alone. Not only do they offer graphic information about language and learning but, more importantly, they are a part of collective consciousness, providing both mnenonics and a backdrop against which the intellectual and the emotional aspects of current ideas can be highlighted.

Another of my favourites is L. Frank Baum's classic, *The Wizard of Oz*. The three characters whom Dorothy and Toto meet up with surely symbolize major components in ESOL teacher preparation.

- Scarecrow, seeking a brain, tells us 'it is worth a lot of bother to be able to think properly!' He ranks a brain above a heart because 'a fool would not know what to do with a heart if he had one'. ESOL teachers need brains. We need to know how our students learn languages both in and out of classrooms, how to match our teaching to their learning, how to select, adapt or develop materials appropriate to their short and long term goals. Given the complexity of the field, it is indeed 'a lot of bother' to use our brains in order to keep up-to-date with the information available, but worth it.
- The Tin Woodman, looking for a heart, thinks 'brains do not make one happy and happiness is the best thing in the world'. ESOL teachers need hearts. We need an early warning system to tell us when our theories could do with some revamping or should be set aside in order to let us deal adequately with an exception. Hearts will provide us with the extra energy required to meet the many requests for assistance which we receive from our students.
- Lion wants courage. Though he realizes that his very presence scares some creatures, he also recognizes that 'as long as I know myself to be a coward, I shall be unhappy'. ESOL teachers need this kind of courage too — not just occasional, accidental acts but rather ongoing, conscious action designed to impress both colleagues *and* people in the wider community, wherever political and financial decisions regarding ESOL programs are made.

Of course, I have never quite known how to connect Dorothy's obsession about going back home to an image of the ideal EFL ex-patriate teacher! But by way of compensation for that small flaw, I particularly like the revelation that the brains, heart and courage that Oz eventually dispenses to the three are all placebos. The real break-through comes when Scarecrow, Tin Woodman and Lion, believing they have what they asked for, begin to act within their new, 'changed', characters.

As a profession, we *know* we need careful, informed thought about what we do, plus a humane response to students who request our help and an assertive stance towards protecting their interests—not to mentions a confidence that individually and collectively we are capable of all three kinds of activity. And if magic shoes are a step in the right direction, so be it.

Jean Handscombe

Endorsements of TESOL's Standards for Language and Professional Programs

TESOL has just published its "Statement of Core Standards for Language and Professional Preparation Programs." These standards were printed in "The Standard Bearer" in the April 1985 *TESOL Newsletter*. The Committee on Professional Standards would now like directors, supervisors and administrators of ESOL programs to read the document, recognize the importance of these standards in helping the profession regulate the quality of its programs, and support these standards by writing a letter of endorsement on program stationery. Representatives of the following programs have written statements of endorsement that are now on file (as of June 20) at the TESOL Central Office:

English Language Institute
Wayne State University
Detroit, Michigan, U.S.A.

Career English Language Center for International Students
Western Michigan University
Kalamazoo, Michigan, U.S.A.

Lancaster — Lebanon Public Schools
Lancaster — Lebanon Intermediate Unit 13
Lancaster, Pennsylvania, U.S.A.

ESL/TESOL Programs
Department of Foreign Languages and Bilingual Studies
Eastern Michigan University
Ypsilanti, Michigan, U.S.A.

ESL and TESL Programs
Department of English
Western Kentucky University
Bowling Green, Kentucky, U.S.A.

Continued on next page

Endorsements

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Division of English as a Foreign Language
School of Languages and Linguistics
Georgetown University
Washington, D.C. 20057, U.S.A.

International English Institute
Nashville, Tennessee, U.S.A.

Alberta Vocational Centre, Edmonton
Edmonton, Alberta, Canada

American Language Program
Columbia University
New York, New York, U.S.A.

English for International Students
The George Washington University
Washington, D.C., U.S.A.

Harrisburg School District
Harrisburg, Pennsylvania, U.S.A.

ESL Program
City College of the City University of New York
New York, New York, U.S.A.

Refugee Education and Employment Program
Wilson School
Arlington, Virginia, U.S.A.

English Language Institute
The University of Southern Mississippi
Hattiesburg, Mississippi, U.S.A.

Alhambra School District
Phoenix, Arizona, U.S.A.

American English Institute
University of Oregon
Eugene, Oregon U.S.A.

In addition, letters of endorsement from individuals and affiliates have been sent to the TESOL Central Office.

TESOL's standards are meant to serve as part of an ongoing process of self-study to be conducted by the staff of the program with the support and assistance of the TESOL organization. After the representative of a program has written a letter of endorsement to TESOL, the staff of the program is encouraged to conduct a self-evaluation. The result of the self-study including documentation will then be filed with the TESOL Central Office.

TESOL is now beginning to collect data on language and teacher preparation programs. Simultaneously, Program Description forms were distributed, along with the Core Standards, to affiliate leaders at the annual convention in New York. Specific program information (e.g., names, addresses, telephone numbers) will not be released. Statistical data may be compiled at a later time, but any release of such information will be in total numbers in term of the size of the sample and geographical area. Returns are currently being submitted to the TESOL Central Office.

Should you or your program have not yet received these materials (the Core Standards and the Program Description form) from your local affiliate, contact Susan Bayley at the Central Office: TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A. Any program director wishing to endorse the standards may refer to the April, 1985 *TESOL Newsletter* and write a letter of endorsement on program stationery to the TESOL Central Office.

TESOL '85 CONVENTION:
Geographical Breakdown of Registration Figures

A total of 4,907 people from 58 countries participated in the 19th annual TESOL Convention in New York City. This registration figure, the largest ever at a TESOL convention, includes 534 exhibitors, Local Committee volunteers, and staff. (Although 5,007 people registered, our records show that after cancellations 4,907 people actually attended.)

Country	Preregistered	Onsite	Total
Algeria	0	1	1
Argentina	1	0	1
Australia	8	2	10
Azores	0	1	1
Bahrain	2	0	2
Bangladesh	2	0	2
Barbados	1	0	1
Belgium	1	0	1
Bolivia	1	0	1
Brazil	8	9	17
Canada	195	98	293
Chile	0	1	1
China (PRC)	3	7	10
Colombia	3	4	7
Costa Rica	0	3	3
Dominican Republic	5	14	19
Egypt	8	9	17
El Salvador	0	1	1
France	7	5	12
Guatemala	1	0	1
Haiti	24	4	28
Holland	0	1	1
Honduras	2	0	2
Hong Kong	3	0	3
India	1	0	1
Indonesia	2	2	4
Iran	0	1	1
Israel	9	5	14
Italy	3	3	6
Jamaica	1	1	2
Japan	31	10	41
Kuwait	1	2	3
Lebanon	3	4	7
Malawi	1	0	1
Malaysia	0	2	2
Martinique	0	1	1
Mexico	26	28	54
Morocco	2	0	2
Netherlands	2	2	4
New Zealand	3	1	4
Norway	1	1	2
Panama	0	12	12
Peru	0	1	1
Philippines	4	6	10
Portugal	0	1	1
Saudi Arabia	9	12	21
Senegal	2	0	2
South Korea	0	1	1
Spain	8	3	11
Switzerland	4	4	8
Thailand	4	2	6
Trinidad & Tobago	1	0	1
Turkey	2	2	4
United Kingdom	43	31	74
United States	2707	1438	4145
Venezuela	0	6	6
West Germany	10	5	15
Yugoslavia	5	0	5
Totals	3160	1747	4907

United States

State	Preregistered	Onsite	Total
Alabama	2	2	4
Alaska	6	3	9
American Samoa	0	1	1
Arizona	43	13	56
Arkansas	6	4	10
California	187	112	299
Colorado	35	13	48
Connecticut	50	40	90
Delaware	5	5	10
District of Columbia	94	46	140
Florida	73	29	102
Georgia	18	3	21
Hawaii	19	4	23
Illinois	131	42	173
Indiana	25	10	35
Iowa	19	4	23
Kansas	11	1	12
Kentucky	9	1	10
Louisiana	15	6	21
Maine	8	3	11
Maryland	38	10	48
Massachusetts	151	107	258
Michigan	91	28	119
Minnesota	20	9	29
Mississippi	2	4	6
Missouri	15	3	18
Montana	2	3	5
Nebraska	4	1	5
Nevada	0	1	1
New Hampshire	11	4	15
New Jersey	186	110	296
New Mexico	6	7	13
New York	760	582	1342
North Carolina	23	7	30
Ohio	75	18	93
Oklahoma	4	7	11
Oregon	30	6	36
Pennsylvania	106	56	162
Puerto Rico	24	15	39
Rhode Island	28	6	34
South Carolina	16	4	20
Tennessee	18	5	23
Texas	85	43	128
Utah	36	6	42
Vermont	80	12	92
Virginia	82	21	103
Washington	32	6	38
West Virginia	0	2	2
Wisconsin	24	13	37
Wyoming	2	0	2
Totals	2707	1438	4145

Membership Directory Available Soon

The *1985 TESOL Membership Directory* went to press in late June and should reach those who ordered it in early September. Additional copies can be ordered through TESOL Publications, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A. Pre-payment is required. The cost is $4.00 to members and $5.00 to non-members.

A Roster of TESOL Awards

The Awards Committee of TESOL is pleased to provide below all information about current awards. The deadline for applying for all awards has been set for December 15. To help you remember, it is intended that this will remain the deadline in future years. Only members of TESOL are eligible for awards, but membership applications may be forwarded at the time of application.

Letters of reference should be sealed by the writer, then signed by the writer across the sealed flap. The applicant should forward these letters along with all other documents. Requests for multiple copies of documents do not include letters of reference. Send only originals, sealed and signed as directed.

Some awards are cosponsored by TESOL and a donor; others come from TESOL funds and the interest on TESOL funds. Perhaps you have noticed that you now have the opportunity to contribute a dollar to the General Awards Fund when you register for a TESOL convention. The membership renewal forms now in use include blanks for contributions to the Ruth Crymes Memorial Fund, the Albert H. Marckwardt Memorial Fund, and the General Awards Fund. But don't wait for a convention to contribute to these important funds; send a dollar—or ten—whenever you write to the TESOL Central Office, identifying the fund you want it to support.

Remember. All documents for all awards are due in the TESOL Central Office on December 15 with membership application if the applicant is not already a member of TESOL.

The United States Information Agency/Institute of International Education (USIA/IIE) Travel Grants

The USIA has often made funds available to assist graduate students to travel to a TESOL convention when that convention has been held in the United States. The funds are granted through the Institute of International Education on the recommendation of a TESOL selection committee.

Amount: A part of one's travel expenses to a TESOL convention, about two hundred fifty U.S. dollars. Convention registration fees are waived by TESOL.

Eligiblity: Applicants must be graduate students from countries *outside* the United States currently pursuing a course of study *in* the United States. These students must be enrolled full time in a program in the teaching of English to speakers of other languages. They are eligible for an award only if they are receiving either 1) no assistance for either travel or academic expenses from the U.S. government, or 2) only partial assistance from private (non-U.S. government) sources. Any international student who is receiving any U.S. government funds for either academic or travel expenses, OR full financial assistance from the private sector or from another government, is ineligible for this grant from the USIA. Ineligible, also, are applicants who have received such an award previously.

All names submitted are screened by the IIE for eligiblity.

Application information:

1. Address a letter of application to:

USIA/IIE Travel Grants Selection
Committee
TESOL Central Office
201 D.C. Transit Building
Georgetown University
Washington, D.C. 20057, U.S.A.

Please state name, institution, program of study, and mailing address. Also indicate your home country and institution affiliation in that country. In your letter, include a brief biographical summary, a description of your institutional affiliation (or temporary assignment) in the United States, financial need, and your career plans upon completion of your study. Be sure to state whether your education and/or living expenses in the United States are being funded by an outside source, and if so, by whom and to what extent.

2. Request a faculty member to send a brief letter of recommendation to the above address on your behalf. (See directions above.)

The Albert H. Marckwardt Travel Grants

Amount: A part of one's travel expenses to a TESOL convention, about two hundred fifty U.S. dollars. Convention registration fees are waived by TESOL.

Eligibility and criteria: Graduate students who are pursuing a full-time course of study in the teaching of English to speakers of other languages are eligible to receive a small travel grant from the Albert H. Marckwardt Memorial Fund, established and maintained by TESOL. Criteria in selecting recipients of Marckwardt Fund awards are:

- Favorable recommendation by a faculty member
- Service to the profession in such areas as participation in the work of TESOL affiliates, interest sections, conventions, teacher education programs, other professional organizations, volunteer teaching to immigrants, migrants and refugees, Peace Corps service, CUSO, international development agencies.
- Enthusiasm and commitment manifested for the field
- Financial need
- Career plans—future classroom teachers favored
- Preference for master's rather than doctoral candidates
- Geographical location—awards divided among as many institutions and areas as possible.

Application information:

1. Address a letter of application to the Marckwardt Travel Grants Selection Committee, TESOL Central Office (address above). In your letter, please give name, institute, program of study and mailing address. Also include a brief biographical summary, a description of your institutional affiliation, financial need, career plans, and other information relevant to the above criteria.
2. Request a faculty member to send a brief letter of recommendation to the above address on your behalf. (See directions above.)

The Ruth Crymes Fellowships to the TESOL Summer Institute

Amount: The amount varies but is considered to be a least one thousand U.S. dollars. When host institutions waive fees or some expenses, TESOL can sometimes support more than one teacher. Our goal is to cover the cost of tuition for approximately six to nine credits and other expenses.

Description and criteria: Preference is given to classroom teachers of English to speakers of other languages, the group to whom Ruth Crymes devoted so much of her professional life. Although some Fellows have been new to the field and have been studying for a degree, we also think of honoring Ruth Crymes by selecting a teacher who has completed his or her formal education and has been giving in-service workshops for colleagues, has added supervisory and administrative roles to the teaching day, and might be considered a mentor teacher or a master teacher. This teacher may desire and deserve a summer of reading and study with colleagues from around the world.

Application information:

1. Please send five copies of the following to the Ruth Crymes Fellowship Selection Committee, TESOL Central Office (see address above):
   - A curriculum vitae
   - A personal statement describing your experience, as well as your reasons for attending the TESOL Summer Institute, especially noting ways in which it will enhance your teaching on return to the classroom. Some indication of your professional goals, and your volunteer activity on behalf of TESOL, or other professional organizations, or other groups of teachers would be helpful.
2. Please request two letters of recommendation from professionals who are well acquainted with your classroom performance and with your career and professional activities. (See directions above.)

The TESOL/Regents Publishing Company Fellowship

Amount: Five thousand U.S. dollars, donated by the Regents Publishing Company of New York.

Description and Criteria: This award is made for study in any graduate program of teacher education which follows the *TESOL Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages** and which engages in self study as defined by the TESOL Committee on Professional Standards.*
(*Available from the TESOL Central Office.)

The candidate should be a classroom teacher of English to speakers of other languages whose career plans include returning to the classroom after the period of study supported by the fellowship. An applicant's commitment to the profession should already have been demonstrated through teaching and participating in professional and community activities.

Preference will be given to classroom teachers who wish to initiate or finish a master's degree in the teaching of English to speakers of other languages and who describe a classroom-centered study which will be incorporated into a plan of course-work. This study may take the form of testing the results of other research with particular students. Studies committed to providing tangible results that can be applied to the classroom are favored. The recipient will be asked to report to TESOL after the period of study supported by the Fellowship.

Application information:
Five copies of the following should be sent to the TESOL/Regents Fellowship Selection Committee, TESOL Central Office (see address above):

- A fifteen-minute lesson segment on audiotape (do not send videotape) of the applicant teaching and two lesson plans (one of the lesson on the tape).
- A statement of the purpose of the study (no more than five [5] pages). Describe what is to be done, why, what previous work makes it likely that the project will be completed and that the applicant is competent to undertake the project. Comment on what influence or aid the completed project will be to the applicant's instructional setting and to the profession. Mention the institution where the work will be done and the advisor under whom the applicant plans to study.

Continued on next page

Awards

Continued from page 4

- A curriculum vitae
- A statement of financial need
- A description of volunteer service to TESOL, to a TESOL affiliate, or to other professional or community organizations.
- One letter of recommendation. (See directions above.)

The TESOL Research Interest Section/ Newbury House Distinguished Research Award

Amount: One thousand U.S. dollars, donated by the Newbury House Publishing Company of Massachusetts.

Description: This award is intended to recognize excellence in any area of research on language teaching and learning. We are seeking clear and cogently written papers which address important and relevant issues. The manuscript should exhibit persuasive argumentation as well as evidence of sound design and analysis contributing to a fuller understanding of both the particular area addressed and related issues.

Details for submission of manuscripts: Please forward to the RIS/NH Award, TESOL Central Office (see address above):

- Two anonymous copies of the previously unpublished manuscript (30-page limit), prepared according to the *TESOL Quarterly* stylesheet (See the *TESOL Quarterly* or write to the TESOL Central Office.)
- 8 copies of an anonymous 500-word abstract (Initial screening will be done on the basis of this abstract.)
- A 3 x 5 card with name, address, affiliation, telephone number (both home and work) and title of paper
- A 50-word bio-data statement

TESOL/Newbury House Award for Excellence in Teaching

Amount: One thousand U.S. dollars, donated by the Newbury House Publishing Company of Massachusetts

Understanding that "excellence" names a variety of elusive qualities and immeasurable features, Newbury House and TESOL nevertheless want to honor one teacher each year who is approaching—in the minds of his or her colleagues—the state of being an excellent teacher.

Specific traits and accomplishments of each awardee will differ; part of being excellent includes adjusting and adapting to one's environment, teaching situation and students. We do feel, however, that excellent teachers do more than give superb lessons in the classroom; they also give lessons in life. Community involvement, continuing professional development, sharing information with one's colleagues, serving students in social or personal ways are all expected of excellent teachers.

In the classroom it is surely important to motivate students and engage them in productive learning. Effective lesson strategies, fair evaluation techniques, creative uses of materials and situations are all found in superior teaching. Variety and pacing, attitudes of both challenge and encouragement, teacher as knower and learner . . . an excellent teacher is also a human being.

Nominees must have completed at least five years of teaching.

Nomination information:

The nominator must be a TESOL member who has seen the nominee (another TESOL member) teach. Write a letter of nomination which describes the class observed, telling why it was a thrill to watch, an accomplishment to be recognized. Include other information you know of personally which convinces you that the nominee is the kind of teacher who should be recognized internationally as one who is achieving excellence. What suggests to you that the excellent lesson you witnessed and describe was not a once-in-a-lifetime event?

Seek up to five others who can write about the nominee giving information relevant to the above-mentioned factors as well as others pertinent to the teaching situation. Letters might come from a student, a parent, a colleague, a community person, a professional in another geographical area who knows the nominee, a former supervisor, an administrator.

Also, inform the nominee, who will supply several other parts of a packet of information which should be sent to the Excellence in Teaching Selection Committee, TESOL Central Office (see address above).

Material to be supplied by the nominee:

- A statement of no more than 250 words on your view of excellence in teaching as it applies to your teaching situation and students

OR

- A description of your most successful class
- A biographical sketch, including your education, and how it is that you became a teacher
- An outline of your professional development. Here, indicate your teaching experience, workshops you have given and committees on which you have served, your plans to continue learning about teaching, and other creative endeavors or activities which enhance your teaching.
- A brief statement of your school activities other than classroom teaching
- A letter from your immediate supervisor.

TESOL/Newbury House Award Presented to Lyle F. Bachman

Lyle F. Bachman

At TESOL '85 in New York Lyle F. Bachman received the TESOL Research Interest Section/ Newbury House Distinguished Research Award. Newbury House Publishers sponsored the award of $1,000 and the TESOL Research Interest Section selected the recipient. This award, presented for the first time this year, is given in recognition of excellence in research in language teaching and learning. Rupert Ingram, president of Newbury Hosue, presented the award. In his remarks Ingram called Dr. Bachman "one set apart by the brilliance of his research." Upon receiving the citation, Dr. Bachman sent a message expressing his gratitude to the Research Interest Section and praising Newbury House for this "positive step in the promotion of research." He intends to use the money from the award to purchase software to aid him in further research. The title of Dr. Bachman's award winning paper is *Performance on Cloze Tests with Fixed-Ratio and Rationale Deletions*, and it will appear in full in the September 1985 issue of the *TESOL Quarterly*.

Since 1976 Dr. Bachman has been in the Division of English as a Second Language at The University of Illinois at Urbana-Champaign where he is currently an associate professor. After his graduation from Indiana University in 1965, he taught English as a Peace Corps volunteer in the Philippines. He returned to Indiana to complete his doctorate in 1971. Before joining the faculty at the University of Illinois, Dr. Bachman served with The Ford Foundation in Bangkok, Thailand where in addition to administrative duties he was active as an EFL teacher and as an educator of Thai English teachers. Although his interest in language learning is very broad, much of his published work has been in the validation of oral and cloze tests.

Three projects currently occupy Dr. Bachman's time. He is working on an empirical analysis of dictation tests, a critical overview of oral interview testing and, with Adrian Palmer, a book entitled *Fundamental Considerations in Language Testing* to be published by Addison-Wesley.

Remarks from the TESOL/Regents Fellowship Presentation

Patrick Dubs, cosponsor of the TESOL/Regents Publishing Company Fellowship, remarked about the role of publishers in the academic community when presenting the first recipient with the award last April at TESOL '85. His comments appear below:

Our guiding philosophy at Regents is that an educational publisher's responsibility to teachers and students does not end with the publication of good textbooks. We hope that excellent materials go a long way toward promoting dedication in those who teach and inspiration in those who learn. But we feel that this alone is not enough.

We believe that we have an obligation to play a role in the academic community. This obligation, as we see it, exists to foster and support research while at the same time encouraging commitment with the field of teaching. The fulfillment of this obligation will, we believe, engender the professional development of those who have chosen this field as their life's work. It is this belief which prompted us to establish the TESOL/Regents Publishing Company Fellowship.

My thanks go to the TESOL organization for administering the award, to the awards committee headed by Darlene Larson and to the fellowship selection committee under the direction of Charley Blatchford. I would also like to acknowledge the advice and assistance of Jean McConochie and Louis Carrillo.

This morning we are honoring the first recipient of this new award, Mrs. Kim Chi Crittenden . . . Mrs. Crittenden arrived in this country in 1971 from Vietnam. Since that time she has lived in rural Georgia, dedicating herself to assisting refugees in hospitals, schools and courtrooms.

At present Ms. Crittenden is at work on her master's degree in bilingual special education and is also pursuing ESOL certification at George Mason University in Fairfax, Virginia. Her professional desire is to develop programs specifically geared towards ESOL students in special education classes.

We are very pleased that the first TESOL/Regents Publishing Company Fellowship is being awarded to a non-native English speaker and to someone of such high accomplishments and aspirations as Ms. Crittenden.

Note: An article about Ms. Crittendon appeared in the June, 1985 *TN*. *—Editor*

Freire/ESL Sessions at TESOL '85

by David Stern
Rockland Community College, SUNY
and Linda Ann Kunz
LaGuardia Community College, CUNY

The work of Paulo Freire poses some profound questions for educators: (1) Is all education political? (2) Are there alternatives to the "banking concept of education" (Freire's term), in which knowledge is deposited into students' heads for later withdrawal? (3) Can students develop critical awareness of their environment and the means to transform oppressive aspects of it?

A growing number of ESL teachers interested in critical teaching have responded to Freire's impetus by testing, adapting and expanding his approach in new contexts. This process has included the publication of Nina Wallerstein's *Language and Culture in Conflict* (Addison-Wesley, 1982) as well as other Freire-related books and articles (see a selected bibliography at the end of this column); individual experiments in a variety of classroom situations; and an informal network of people coming together at workshops and conferences, including the past four annual TESOL Conventions.

At TESOL '85 there were three well-attended sessions. The first, led by Lyn Fine and David Stern, gave participants the opportunity to experience problem-posing education firsthand. A "generative theme" — teachers' working conditions and reasons for entering and leaving teaching — was introduced by means of a "code" —in this case, a conversation between two teachers, one of whom is leaving ESL to go into computers. Using this code as a starting point, participants worked through several stages: discussion of personal experience, discussion of the experience of the group as a whole and analysis of the cause of the problem, leading to suggestions for actions teachers themselves could take to change the conditions that lead people to leave the profession. The last two stages — analysis of causes and examination of courses of action — are characteristic of the Freirean approach and are not generally addressed in ESL.

While participants found the first session useful, they noted a need to discuss classroom applications of Freire's work. Thus the second session, a rap group on Freire and ESL, was broken down into various sub-groups, each dealing with a particular area of interest to participants. These included English as a foreign language, literacy, Freirean approaches in Level 1 classes, and another introductory discussion for people who wanted it.

The final three-and-a-half-hour session focused on three topics: (1) an introduction to Participatory Research, led by Rebecca Hovey; (2) a discussion led by Elsa Auerbach on the issue "Who determines what is represented as reality in curriculum development?" using contrasting samples from textbooks and a newspaper article on the theme of immigrant women in the workplace; and (3) the social implications of Freirean approaches in ESL, led by Nina Wallerstein.

Teachers attending these sessions said they wanted to continue to explore ways of developing more critical forms of ESL. One suggestion was a newsletter. Readers using Freire's ideas in their work or interested in creating or discussing Freire-inspired alternatives in ESL can put their names on a mailing list currently being compiled. Write to: Linda Ann Kunz, 50 W. 85 St., New York, N.Y. 10024, U.S.A.

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Some Principles

Continued from page 1

for study rather than a vehicle of communication (Johns and Davies, 1981). Therefore, one of the important tasks for teachers is to demonstrate that the language to which students are exposed in the classroom is close to that which suits their purposes for use outside the classroom.

- **Transferability** (or generalizability). Very closely related to the principles mentioned above is that of transferability. One reason why materials designers are interested in schema-theoretical work, in which information slots are identified for written or oral discourse, and in scripting, in which the ordering of different surface realizations is identified, is that students can be given discourse or schema prototypes from which they can generalize and which they therefore can transfer to other situations. There is, if you remember, a prototype for fast food ordering; certainly students who learn this "dialogue" in the classroom can transfer it to McDonald's. I found a bargaining script in the Cairo market which I can transfer to other shops in Egypt, and probably to other parts of the Middle East. In like manner, there appear to be schemata for written texts which can be transferred; one of the most useful is that for the description of physical structure (Davies and Greene, 1981); but there are also fairly reliable models for theory/principle texts, process texts and, of course stories.

The creation of exercises and tasks which enhance transferability is very important, as are suggestions to students for generalizing a task to environments outside of the classroom. Give the students prototypes; then suggest how they might use them (e.g., by ordering a hamburger, by finding and analyzing a text in their discipline which describes a physical structure).

- **Exploitation of student background**. Students' past experiences should be exploited. For example, when writing a reading exercise, develop pre-reading questions and exercises which elicit students' prior knowledge of the subject and of the language of the piece.

In eliciting this knowledge, we often discover that the students' view of the subject (content schema) or of the way in which the reading is organized (formal schemata) may be inconsistent with the reading itself (Carrell, 1982). Assisting students to revise their approach to the text so that it is consistent with that which is presented is part of the teacher's job.

- **Task dependency**. As you organize your syllabus and the exercises within it, relate each student experience to the one which precedes it. Each exercise should be dependent upon the earlier ones; successful completion of Exercise 1 should lead to Exercise 2, etc. Candlin calls this organization of exercises "task dependency." Johnson and Morrow refer to it as "activity sequencing." This is not a new concept (see, e.g., Prator, 1965), but it is an important one.
- **Integration**. Exercises should integrate skills (e.g. reading, writing), item types (e.g. grammar, vocabulary) and task types. When constructing exercises, think about how much each one will accomplish in developing the students' language and their ability to use it in a number of ways and situations. For instance, vocabulary should be studied in context; reading exercises should also develop writing (e.g., in summary exercises).
- **Challenge**. Our students face constant challenges to their discourse, linguistic, sociolinguistic and strategic competencies (see, e.g. Canale and Swain, 1980), yet the exercises which we provide in the classroom are often quite unchallenging. To increase challenge (and interest), try to write exercises in which students must 1) make use of information in a new way, 2) reconstruct or review written text or discourse, 3) perform tasks in which they must employ data or experiences from a number of sources, or 4) complete assignments for which there is no one correct answer. Candlin (1981) and Grellet (1981) are especially helpful in the development of challenging tasks.
- **Variability**. Variability can be viewed from a number of perspectives. There is answer variability, mentioned above, which evolves from exercises in which there is no one "pat" response. There is also variability in exercise types, resulting in classroom experiences which are unpredictable, much like real world experiences. If students are to work in a classroom which is somewhat like the real world, they must learn to deal with ambiguity, in task and in task results or answers.

Conclusion—and a Checklist

From the list of principles which I have discussed here, I have developed a checklist with which the students and I evaluate their materials and those of others. I am also compiling a taxonomy of exercise types which are in accordance with these principles.

Since this is still a working list, I would appreciate comments or criticism from the *TESOL Newsletter* readership. Please write to me at the Department of Linguistics, San Diego State University, San Diego, California 92182, U.S.A.

About the author: Ann Johns teaches ESL materials design and methodology at San Diego State University, San Diego, California, U.S.A. She is particularly concerned with developing curriculum appropriate to academic contexts.

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Selecting Books

Continued from page 1

I have recently made a conscious effort, however, to find books with American settings which can be read with relative ease by our foreign visitors and, perhaps even more important, by present-day immigrants struggling with our language. Books about native Americans (including Eskimos) and books about immigrants to America seem to present fewer cultural difficulties than those about middle-class families. Here are a few which I believe will interest people from other countries.

Fiction

Conrad Richter, *The Light in the Forest*. New York: Alfred A. Knopf, Inc., 1953. 179 pp.

Johnny Butler is captured by Indians when he is four years old and raised as one of them. When he is fifteen he is sent back to his white parents, but he cannot adjust to the ways of the white man. With the help of his cousin, Half Arrow, he returns to Indian land. There he is faced with the dilemma of betraying either the whites or the Indians.

Frank Waters, *The Man Who Killed the Deer*. New York: Farrar, Rinehart, 1941. 217 pp.

Martiniano has been sent to the "away school," that is, the school provided by the federal government for Indians living on reservations. When he returns to his tribe several years later his people are not pleased with the way education has changed him: he has learned to irrigate a field, for example, instead of dancing for rain. He has trouble pleasing his people, on the one hand, and meeting the requirements of the whites, on the other hand. Although the two cultures seem irreconciliable, he eventually works out a solution.

Laurence Yep, *Dragonwings*. New York: Harper & Row, 1975. 248 pp.

Although written for children, this book will interest many adults. It is based on an actual incident: In 1909 a young Chinese flier kept his biplane in the air for twenty minutes in Oakland, California. The other events in the story are mostly fictitious, but the conditions surrounding them are real. Included is a vivid description of the San Francisco earthquake of 1906.

Nonfiction

David Boeri, *People of the Ice Whale*. New York: E.P. Dutton, 1983. 380 pp.

This book is based on the observations of the author, who for three consecutive years spent a week or more in a village on St. Lawrence Island in the Bering Strait. He also spent some time in Barrow, in the extreme north of Alaska. He tells of the Eskimos and of the whales which they have hunted for "as long as their legends recall." Conflicting views concerning whaling are presented: those of the Eskimos, of federal and state governments, and of the International Whaling Commission. Although the author is sometimes critical of the Eskimos' methods of whaling, he is sympathetic to their needs.

Jade Snow Wong, *Fifth Chinese Daughter*. New York: Harper & Row, 1945. 239 pp.

Born in San Francisco of a Chinese immigrant family, the author writes of her schooling, both Chinese and American; of her strict upbringing in the Chinese tradition; and of the tensions caused by cultural conflicts in the nineteen twenties, thirties, and forties.

Suggestions from ESL/EFL teachers concerning books which could be read by their intermediate or advanced students will be most welcome. If you suggest a book which is already on my list, your own good judgment will reinforce my opinion. If it isn't on my list and I find it appropriate, I'll be deeply appreciative. By November 30th send ideas and suggestions to Dorothy S. Brown, CPO 18, Berea College, Berea, Kentucky 40404, U.S.A.

About the author: Dorothy Brown is retired from Berea College in Berea, Kentucky, U.S.A. where she taught courses in composition, literature, language and a course she designed for overseas students called *American Culture and Language* (see *TESOL Quarterly*, March 1974). At present she is working full-time on the project described above.

Note: This article appeared originally in the *Kentucky TESOL Newsletter*, March 1985. It has been abridged by the author for inclusion in the *TN*. Ms. Brown's revised version of *A World of Books* is being considered for publication by the TESOL Publications Committee. —Editor

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Interim Report

Ad Hoc Committee on the International Concerns of TESOL

The ad hoc committee on International Concerns which was set up by John Haskell during his presidential year and started its official life under Charley Blatchford as president, reported on its first year of work to the Executive Board at the TESOL Convention in New York. A summary of the report follows.

The committee expended a lot of energy in debating whether it is intended to be an action committee or a study committee. We decided we are primarily a study committee, though we have engaged in a limited amount of action. A questionnaire was devised which in its pilot version was distributed at the convention. The questionnaire is intended to provide the major input to our study and recommendations to the Executive Board next year. It is also itself the outcome of a large amount of study and correspondence in the first year. The committee is anxious that its report should reflect the views of as many TESOL members as possible, and also those of affiliate and institutional members, many of whom may one day join TESOL as individual members should the circumstances be right.

Areas in which the committee has combined study with active recommendations at this stage are:

i) requesting a working party to set up guidelines for the planning of conventions (which would leave many decisions to the convention chair, but establish a TESOL policy on things like presentation types, acceptance criteria, types of accommodation available and price-range);
ii) provision of the Executive Board with an "International Speakers List" to offer affiliates a wider choice of TESOL-sponsored plenary speakers;
iii) a range of publications-related concerns, which the Executive Board has charged the Publications Committee to investigate and recommend on, with support from this committee;
iv) a need for a detailed breakdown of TESOL income and expenditure in various categories (particularly U.S./non-U.S.) so that the committee can assess the financial implications of any recommendation it might wish to make, thus avoiding idealistic non-implementable recommendations: a new Finance Sub-Committee of the Executive Board is planned and will hopefully work with us on this.

The committee has also requested the Executive Board to give further consideration to a name change for the organization, to read: *International TESOL*: an association for . . . We believe it is very important for TESOL to affirm its international commitment in the title by which we refer to it (in fact, the practice has already begun, and this would make it accurate).

The committee received two additional specific charges from the Executive Board:

i) to work with the Professional Standards Committee, to provide formal feedback on the questions of international professional standards and procedures for developing and implementing them;
ii) to work with the Committee on Socio-Political Concerns, to help them identify sociopolitical concerns internationally and advise them on how to respond.

We shall do our best to fulfill our charges during the year to the Convention in Anaheim, and we shall there report to the Executive Board on the above matters, and also on how we see the future international concerns of TESOL being facilitated (i.e. through a continuation of the committee; through an existing Interest Section, the formation of a new interest section; or in some other way). We ask all of you to keep in mind the range of concerns we are dealing with, and to write to the chair if you can contribute to our studies in any way. Our greatest difficulty is in simply acquiring the information we need: *TN* is read by some 20,000 professionals. You could be a tremendous resource for us.

Chair: Liz Hamp-Lyons
Members 1985-86:
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INTERNATIONAL EXCHANGE
News items for this page should be sent to: Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh EH8 9DP, Scotland.

INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

Teaching at VHS: Adult Education in West Germany

by Allan Ryding

It is estimated that throughout West Germany some 40,000 English language teachers are teaching between 650,000 and 700,000 people in state-subsidised adult education centres known as Volkshochschulen (VHS). These are part of regional associations which in turn are part of a centralised German Adult Education Association (Deutscher Volkshochschul-Verband, Rheinallee 1, D-5300 Bonn 2) which co-operates with a number of other such institutions in Europe.

VHS Objectives

West European countries such as West Germany have quite a different need for English than countries outside Europe. Travel within Western Europe is no real problem for the majority of the European population, but the large number of different languages is. Thus English can be an important communicative passport and is certainly a widespread educational and professional need.

The main body of VHS teaching is aimed at fulfilling this need. In fact the objectives pursued were defined on the basis of an analysis of the widest-spread basic communicative needs of the adult population. The objectives took on concrete form in 1967 with the creation of a then unique examination: Das VHS-Zertifikat Englisch. This examination placed only minimal emphasis on a learner's knowledge of grammar and vocabulary while placing maximum emphasis on the learner's ability to use the language. Robert Nowacek defined the objective thus:

> The learner should acquire a degree of proficiency in oral and written skills in dealing with everyday language which will enable him to effectively master any important situations he might encounter during the course of a stay abroad. He should be in a position to understand and participate in conversations concerning topics from everyday life at normal speed. He should also be able to formulate facts (orally and in writing) within the framework of the given language material in such a way that communication is not impaired.[1a]

The Zertifikat exams have been in use for a number of years and are now available in a number of European languages. Furthermore, the VHS-Zertifikat Englisch has now spread beyond German borders and is used in Austria, Switzerland, the Netherlands, Denmark, Sweden, Malta and France.

Since its inception almost two decades ago, the examination has been revised and a new intermediary examination, the Grundbaustein, was introduced in 1981. The Grundbaustein developed out of the work of the Council of Europe into the definition of a 'threshold' level.[3(b)] It certifies a minimal communicative competence and functions as a two-year foundation unit on which learners can build with further general or job-orientated units according to their needs.

It is interesting to observe developments in course books geared to these examinations of communicative needs. There is fierce competition among publishers to produce methodically up-to-date and motivating courses and new courses are launched on to the German market quite regularly.[2]

VHS Teaching Situation

The number and type of courses any particular center will offer varies considerably and depends on a number of factors including the financial resources available and the demand for courses. There is little demand for courses in rural areas and a rural center may offer only a few courses. Towns, however, may offer several hundred and still not be able to the meet demand. The VHS Charlottenburg, for example, offers over 170 English courses yet is only one of thirteen centers in West Berlin. Such large centers will probably offer a range of examination courses including Cambridge First Certificate and Proficiency. Some will even offer business and technical courses and co-operate with multinational firms. Regardless of the size of the center, the conditions under which courses are held are problematic. As there are no adult education school rooms, classes have to be held in normal state schools and this puts severe limits on the availability of the rooms. Usually classes meet

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Teaching at VHS

Continued from page 9

for only one or two evenings totaling 90 minutes per week and for two 15-week terms. This, of course, means that the learners remain inactive for more than five months of the year. For this and other reasons, a relatively high percentage of students are inclined to drop out, meaning that the composition of a class may change considerably during the course of a year. Furthermore, courses with less than 10 participants at the start of a term have to be discontinued and especially in rural areas there is always a very real danger that this will happen.

Then there is the question of the teachers. As the majority of courses are held in the evening and only run for 30 weeks, the VHS cannot employ teachers full-time but is reliant on people who are prepared to teach for a few hours a week for terms of 15 weeks. The VHS encourages these teachers to attend regional introductory and in-service weekend training seminars. However, apart from these seminars, teachers work in isolation and have few opportunities to meet, so there is a poor exchange of experience, ideas, and mutual support.

A variety of people teach at the VHS. Some are full-time secondary or grammar school teachers looking for a break from the monotony of their everyday routine. Some are unemployed teachers, freelance teachers, students, housewives or other professionals. The challenge of teaching interested students, of keeping them interested and of keeping the class together can be very demanding — and also very rewarding. It is not easy though, and only a dedicated minority teach at the VHS over a long period of time.

VHS Learners

The people who attend a VHS course are as varied as their reasons for coming. They pay for their courses (about £1 for 90 minutes) and come after a long day wanting to be with other people and to learn to speak the foreign language. They may be working people, housewives, pensioners, unemployed people, and occasionally even school children. They may want to learn English simply as a hobby, or for travel, or for contacts with English-speaking people at home or abroad, or they may need English in their jobs. Some may even want to help their children at school.

Conclusion

Whilst examinations and course materials aim to enhance the success of adult learners, financial constraints on the teaching institutions obviously set severe limits on actual classroom conditions. Funds have been made available for the research and development of appropriate teaching concepts, and publishers have produced materials to accompany them. In an ideal world, which the VHS is not, the next step would be to invest a proportionate amount in finding and keeping suitable teachers, in teacher training, and in permanent accommodation.

References

1. **VHS publications:**
   a) *Certificate in English*. P.A.S., 1984 Detailed language specifications for Das VHS-Zertifikat Englisch and the Grundbaustein. Available only from: P.A.S., Holzhausenstr. 21, 6000 Frankfurt 1, F.G.R.
   b) *Zielsprache Englisch*. Max-Hueber-Verlag, Munich, F.G.R. The official VHS journal. Articles in English and German.
2. Examples of modern courses originating in the VHS:
   a) *On the Way*. Cassell, England
   b) *English for Adults*. Oxford University Press, England
   c) *Follow Me*. B.B.C. English. (A video-based threshold level course)
3. Council of European publications available from Pergamon Press, Headington Hill Hall, Oxford, England:
   a) *Developing a Unit/Credit Scheme of Adult Language Learning*
   b) *Threshold Level of English*
   c) *Waystage English*

Report:

Alaska's 10th Annual Multicultural Conference

The tenth annual Bilingual-Multicultural Education Conference, February 1-3, 1985, was jointly organized by the Alaska State Department of Education, the Alaska State Advisory Council for Bilingual-Bicultural Education, and the Alaska Association for Bilingual Education. It is a major activity of the Department of Education in providing training and technical assistance to all persons involved in bilingual-bicultural education programs in Alaska.

During the school year 1983-84, 32 of Alaska's 53 school districts implemented bilingual-bicultural education programs. These programs were transitional, full or partial maintenance in nature or they provided for the teaching of English skills and concepts. In all, over 9,500 students from more than ninety different language backgrounds were served by bilingual-bicultural education programs funded by the State of Alaska.

The conference theme, **Bilingual Education: Lighting Our Pathway**, was selected to emphasize the importance of how one's language and cultural heritage serves as a foundation for future learning. **Molly Pederson,** chair of the State Advisory Council for Bilingual-Bicultural Education, convened the conference by lighting a traditional oil lamp. Throughout the three-day conference, approximately 900 educators, parents, students, and community members participated in over 125 workshops, cultural presentations, general sessions, and exhibits.

During that same week of January 30 to February 5, **Governor Bill Sheffield,** proclaimed **Multicultural Education Week** in recognition of Alaska's rich cultural heritage. He also urged all Alaskans to acquaint themselves with bilingual-multicultural education programs offered through the public school systems.

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Teaching English to the Deaf at TESOL '85

by Gerald P. Berent
National Technical Institute for the Deaf
Rochester Institute of Technology

Teaching English to speakers of other languages and teaching English to the deaf (TED) have a great deal in common. I pointed out some of the similarities in my article "Second Language Acquisition and Acquisition of English by the Deaf," which appeared in the *TESOL Newsletter*, Volume XVII.2 (April, 1983). The two disciplines share many of the same methodological, curricular, linguistic, and political concerns. This overlap was demonstrated at TESOL '85 in the special TED presentations which were a part of this year's convention program. There were workshops, papers, demonstrations, and poster sessions dealing with such TED topics as the evaluation of deaf students' writing skills, the use of dialogue journals with deaf students, the spoken versus written English abilities of deaf students, serving deaf students in ESL programs, differences between deaf and hearing learners' processing of specific language structures, and the use of American Sign Language.

This program not only attracted deaf educators to TESOL '85 who had never attended a TESOL convention before, but has also generated interest in TED among the general membership. So far, forty-five individuals, half of whom indicated direct involvement in deaf education, have reponded to a questionnaire which was distributed at the TED presentations. Eighty-nine percent of the respondents expressed support for the creation of a TED interest section within TESOL. Of the thirteen non-members responding, all indicated that they would join TESOL if such an interest section were created. Sixteen percent of the respondents were themselves hearing impaired, and all were very pleased with the interpreting services which were available this year. Eighty percent of the repondents said that they would attend TESOL '86 if it included a TED component.

The questionnaire invited specific comments. One comment emphasized the need to "convince 'regular' ESL teachers that they need not be threatened by having to work with deaf students." Another comment pertained to teacher training: "I would like the teachers of the deaf who take my TESL methods course to embrace the whole TESL framework, not to come in just for specific techniques."

The questionnaire also asked respondents what TED topics they would like to see covered at TESOL '86. There were requests for presentations dealing with the relationships between hearing and deaf learners' acquisition of English, including the specific language problems of deaf learners. One respondent wanted to know more about how a spoken language can be processed visually. Other requests were for presentations on specific TED methodologies, including principles for modifying existing ESL curricula and materials for deaf students. One person suggested a panel discussion on dealing with mixed classes, those that contain both deaf students and hearing second language learners. There was also a lot of interest shown in deaf culture and sign language (American Sign Language, art sign, sign writing, etc.) Finally, there were requests for the following special topics: teaching illiterate deaf students, teaching international deaf students, teaching foreign languages to deaf students, and opportunities for deaf students to travel and study abroad.

The enthusiasm for including TED as a concern of TESOL was apparent not only from the TED questionnaire but also in the lively discussions that took place after each TED presentation at TESOL '85. So that the momentum might continue, a Teaching English to the Deaf component is again being planned for TESOL '86. Address specific questions to next year's program coordinator for teaching English to the deaf: Michael Strong, Center on Deafness, University of California at San Francisco, 1474 Fifth Avenue, San Francisco, California 94143, U.S.A..

About the author: Gerald P. Berent is an associate professor in the Communication Program at the National Technical Institute for the Deaf in Rochester, New York, U.S.A., where he co-directs the English Learning Center. He served as the TESOL '85 program coordinator for teaching English to the deaf and is the editor of the TESOL *Applied Linguistics Interest Section Newsletter*

EDUCATOR OF THE DEAF EXPRESSES APPRECIATION FOR TESOL '85

April 14, 1985

Dear Sue:*

In case my name doesn't ring a bell, I am the deaf teacher from Gallaudet who you spoke with several times in New York. I enjoyed the convention immensely and want to express my appreciation to the TESOL people who were responsible for the inclusion of an interpreter for the deaf in the convention. Although Gallaudet provided my interpreters, seeing other deaf professionals at the convention was a fantastic experience. I have attended other TESOL conventions, but never really felt a part of things before.

Margaret Walworth
Gallaudet College
Washington, D.C., U.S.A.

* *Note*: The writer is addressing Susan Bayley, field services coordinator at the TESOL Central Office. It seemed appropriate to include an excerpt from this letter on this page.
—*Editor*

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IT WORKS

Edited by Cathy Day
Eastern Michigan University

Invest in Reading

by **Gayle Nelson**
American University in Cairo

This suggestion struck me as something I would try in my reading class this summer, as I haven't taught reading for quite some time. I hope you will try it also, and let us know what happens. C.D.

For those of us schooled in the Carl Rogers—Caleb Gattegno—Charles Curran—Earl Stevick tradition of humanistic and student-centered learning, the reading class presents a dilemma. As we watch students read textbook reading selections and answer the comprehension and discussion questions, we are aware of the lack of student investment and we wonder, "How can we get students to invest in this class?"

One technique that works is having students write their own comprehension questions. The objectives of this question formation technique are 1) student comprehension and 2) student investment. After students have finished the reading, they write questions about the reading text.

[illegible] would be [illegible] It Works, [illegible] and [illegible] Uni- [illegible] Ypsilanti

In writing questions, they are forced to look closely at the text, thus improving their comprehension, and they also make an investment by choosing the content and kind of questions they write. At first, students may write simple yes/no or wh- questions such as:

> Is junk food good for you?
>
> Who were the first people to immigrate to the United States?
>
> What is junk food?

Soon, however, with encouragement and practice, they'll write questions that ask the responder to increase his/her investment, questions such as:

> What do you think about the informality of American society?
>
> Would this system of transportation work here? Why? Why not?

After students have written their questions, the class divides into pairs or small groups and Student A asks his/her questions to Student B and Student B responds. Students should not refer to the reading unless there is a misunderstanding or disagreement, in which case they should closely examine the portion of the text necessary for settling the dispute. These minor disagreements are excellent vehicles to encourage students to look closely at the reading. Students often pick up on important word clues that they missed the first time. After Student A has asked his/her questions, then Student B becomes the questioner. Once students are familiar with the question technique, they may stop writing questions and move directly from the reading to the asking. They will soon ask follow-up questions when responses have been incomplete.

In discussing the teaching of questions, Abbott (1980) says that the most common teaching technique, the use of transformations, is not successful for three reasons: 1) lack of motives for questions, 2) inhibited spontaneity, and 3) no instructions for following up initial questions. A side benefit, therefore, of having students ask questions about the reading is that their question-asking skills improve. They appear to be motivated when asking their questions because they are seeking real information; they can spontaneously build on their own and others' questions; and they typically follow up initial questions with additional ones.

This same question-answer format can be used in whole class discussions. After reading an article, a story, or a simplified reader, the students write questions; the class forms a circle; and Student A begins by asking Student B a question. Student B answers and when the discussion on that question is finished, Student B asks Student C a question. The process continues with little or no intervention from the teacher.

One word of warning. In formulating their questions, students should not be so concerned with details that they lose sight of over-all comprehension. They should be encouraged to ask questions such as "What is the main idea of this article?"

Note: This article is an elaboration of one technique mentioned in "Reading: A Student-Centered Approach, "*English Teaching Forum*, 22, 4, 1984, pp.2-8.

About the author: Gayle Nelson teaches ESL in the English Language Institute at the American University in Cairo, Egypt. She is co-author of *ESL Operations* (Newbury House) and has published in *On TESOL*, *English Journal*, *Cross Currents*, and *English Teaching Forum*.

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"Killing Fields" Hero at TESOL '85

by Ken Sheppard
LaGuardia Community College, CUNY

This account describes a special session at TESOL '85 organized by former second vice president Penny Larson and presided over by Linda Malila-Krauskopf, a member of the Interest Section on Refugee Concerns.—Editor

Thursday evening's rap session on Refugee Concerns was enlivened by the surprise appearance of **Dith Pran**, real-life hero of the recent award-winning film "The Killing Fields," and his wife **Moeun Ser**. According to the 300 or so conventioneers who attended it, the session was, for them, the most moving event at the convention: few could fail to be touched as Mr. Pran simply and eloquently recounted his story, answered questions and offered a prescription for the future of his country, Cambodia. There was a standing ovation at the end.

Dith Pran

Moeun Ser opened the session by recalling that ten years had passed since she arrived with her four children and enrolled in ESL classes conducted by Ms. Larson in San Francisco. As movie fans know, her husband stayed on for another four years—four years in which the Khmer Rouge under Pol Pot held murderous sway—to cover events in his country. They were reunited in 1979. Moeun Ser remembered how excited she was—"I ran like a child and jumped and cried"—when she learned that Dith was safe in Bangkok after the Vietnamese invasion. One son, in his newly acquired idiom, shouted, "All right!" when he heard the news. They are now both working in New York: she works for a bank, and he is a photographer for the *The New York Times*.

Agonizing Events and Separation

They both spoke about the agonizing events in 1975 that led to their separation. Moeun Ser and the children fled Phnom-Penh as the American war effort in Vietnam was collasping and the capital was falling to the Khmer Rouge. Dith had fallen in love with his country's story, he said, and didn't want to worry about his children as rockets were falling and the city was in chaos. What he saw in the next four years has become part of the horrifying history of the 20th century. The Khmer Rouge emptied the capital and forced everyone to work long hours into the night irrigating the fields and cultivating rice and fish. Despite this effort, there was nothing available for the ordinary peasant to eat. People had to consume lizards, poisonous roots, insects, and crabs that preyed on the rice crop to survive. This worked a special hardship on traditional Buddhists, who have universal respect for life and kill nothing. At the same time, between 2 and 3 million people were massacred on the smallest pretext. Whole families were wiped out if a single member was suspected of the slightest infraction. Nearly every village had its mass grave. In the end, over a third of the country's population was purged. Why? Dith Pran's view is that the Khmer Rouge were afraid that if they didn't eliminate first the enemy—even 5-year-old 'enemies' who might one day avenge their fathers' deaths—these enemies would eventually eliminate *them*.

Surviving Through Faith—and Playing Dumb

How did Dith Pran survive? In part, through faith: "I prayed, 'Please, help me. I'm in danger.'" He also knew how to play dumb, when to say the food was good even when it wasn't and people were starving all around him. He learned from animals, from birds, for example, about survival. He was lucky to be sent to plant vegetables—to a place where he could get fruit at night and catch fish. But he was also suspect because he had worked for foreigners. Eventually, he was arrested, and he was beaten. When the Vietnamese arrived, the massacres stopped and their work hours were reduced. But when he saw his sister, she didn't recognize him: he looked twice his age.

The Movie Doesn't Tell the Whole Story

Dith Pran said that the movie doesn't tell the whole story. He said it was 80% his story and 20% Cambodia's story. Some facts were changed to provide a more general picture of the Cambodian situation. The brutality was actually worse; the violence had to be "Westernized" to make the message—"a message to the world"—effective. However, both he and Sydney Schanberg, the real-life reporter, are pleased with the outcome.

Life for the whole family has improved since their arrival here. Since two of the children were quite young when they arrived, they know only a little of Cambodian tradition. Dith Pran said that sometimes they complain about having to sit on the floor with their legs crossed during celebrations. "I don't think the two youngest can bend," he said. Moeun Ser said she had always been concerned to learn as much as possible about American customs and the language. "I had to study," she said. "I had no choice. My country had become communist. I had four kids." Thus, they have adjusted to American culture, though they have "lost" the two youngest of their children who are now English dominant.

Dith Pran talks with conventioneers.

Advice to Teachers: 'Concentrate on the Future'

When asked for suggestions for the classroom, Dith Pran said that teachers should encourage their students to forget the past and to concentrate on the future. Even at 15, he said, refugees can remember a lot—their lost relatives, their homesickness. "When you ask them to remember," he said, "tears come out, they can't study."

As for the future of Cambodia, the U.S. has now voted $5 million in military aid to the non-communist, anti-Vietnamese rebels, including Prince Norodom Sihanouk. Dith Pran opposes this approach. The three super-powers should stay out of the conflict in his view. It would be better to spend the money to rebuild the economy and provide food and medicine. "Why not spend it on a roof?" he said. He and Schanberg are working on a book for Penguin tentatively called *Death and Life* and collecting money for refugee relief. But, as he said, "This effort is not for us, it is for the whole world."

In front of their house in Brooklyn, (*left to right*) Dith Pran, Moeun Ser, Titonel, Titonath, Hemkary and Totony.

About the author: Ken Sheppard teaches at the English Language Center at LaGuardia Community College. He has taught in Ethiopia, France, Yugoslavia and, most recently, in Morocco.

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Foreign Student Flows is the report of a conference designed to deepen understanding of foreign-student issues among college and university administrators responsible for making decisions affecting the quality, scale, and composition of their student bodies and the financial health of their institutions.

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Edited by Howard Sage, ***New York University***

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The Discovers **by Daniel J. Boorstin. 1985. Vintage Books, 201 East 50th Street, New York, New York 10022. 745 pp. $9.95 paperback.**

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Thomas C. Mencher
Hostos Community College, CUNY

Spring Moon: A Novel of China **by Bette Bao Lord. 1981. Harper & Row, 10 East 53rd Street, New York, New York 10022. 465 pp. $14.95 cloth, $3.95 paperback.**

As her name suggests, Bette Bao Lord is a bicultural person, a woman born in Shanghai in 1938 who moved to the States in 1946 and later married Winston Lord. (Her baby sister left behind with relatives finally arrived in 1962.) Ms. Lord is clearly a woman of immense insight into the compelling social and psychological forces that bind us to our respective cultures. In her novel we age gradually with the girl, Spring Moon, from youngster to elder, from noble scholarly family to fragments of family, from the Chinese Empire of 1892 with slave servants, to American capitalistic democracy and back through the Chinese communist revolution. As her world shifts and splits into unfathomable parts, Spring Moon copes, a woman unbound except by memories. When her son cannot be her son, she adopts him as a nephew. When the future is wholly unknown because the ancestral graves have not been honored, she honors them in her mind, almost unhinged from the world she once knew. This then is an existential novel, pitting her existence against her essence, helping us move through our own doorways of unpredictability as we watch her leap the great divides. We can hold our breath and hope for her because she is once removed from us, bridging different chasms than our own from which we'd rather shrink. And we gain courage and strength from watching her mend the rifts within herself facing a future so little like her past.

Lucinda S. Hughey
Hostos Community College CUNY

Foreigner **by Nahid Rachlin. 1979, W.W Norton & Company, Inc., Dept. 1KA, 500 Fifth Avenue, New York, New York 10110, 192 pp., $3.95 paperback.**

The novel *Foreigner* by Nahid Rachlin focuses on Feri, an Iranian woman who has lived in the United States for 14 years and married an American. Feri decides to return alone to Iran, partly to make sense of her past, to come to terms with her relationship with her estranged family and husband, and to find her mother who was shamed in the strict Moslem culture for running away with her lover when Feri was a child. The novel captures the sense of dislocation and disorientation that Feri feels both in her native country and the United States — a feeling which many of our students share. The novel is haunting in its portrayal of Feri and her attempts to bridge both worlds and to find a place in a family and a culture which are still very much bound with the past and are struggling to cope with modernization.

Written in a style that is simple and poetic, *Foreigner* is both accessible and challenging.

Patricia Nardiello
Union County College

Excerpted from the April, 1985 *S.I.G. on Higher Education Newsletter* (New York State).

Freire/TESOL '85

Continued from page 6

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About the authors: David Stern coordinates an ESL tutoring program at Rockland Community College. Linda Ann Kunz teaches freshman ESL and intensive English for foreign students at LaGuardia Community College.

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Journals of Interest to TESOL Members

by Diane Larsen-Freeman
School for International Training
Former Editor, *Language Learning*

At a Journal Editors' Business Meeting held in conjunction with the 1984 TESOL Convention, it was decided to adopt a suggestion made by Richard Rossner of *ELT Journal* to publish information on journals relevant to our field as a service to TESOL members. As chair of the Business Meeting, it became my responsibility to implement the decision. We drew up a list of journals and we prepared a number of questions to solicit information of use to potential readers of and contributors to these journals. Questionnaires were mailed last summer and the responses were subsequently compiled. The journal grid on the following pages is the result.

Every effort was made to be comprehensive. The list of journal editors who were sent questionnaires was begun at the 1984 Editors' Meeting. It was then added to through responses to the call printed in the June 1984 issue of the *TN*, through a mailing to journal editors not in attendence at the TESOL Convention meeting, through my own research, and by suggestions made by the editor and editorial staff of the *TN*, certain members of the TESOL Executive Committee and members of the *TN* Advisory Board. Despite these efforts, there may be inadvertent omissions. And, in some cases, not all editors contacted chose to reply.

Not included here are newsletters, occasional papers, journals published in languages other than English, in-house publications or journals of related theoretical disciplines (e.g., linguistics) which don't have an applied focus. It may be that editors of one of these types of publications would take the initiative to compile information for publications such as theirs, as I have done here for journals.

I should gratefully acknowledge the aid I received from my assistant, Joy Wallens, in preparing the grid. I am also grateful to those editors who chose to take part.

It is hoped that TESOL members will find this information of value and that the TESOL organization will consider publishing an updated version every two or three years so its usefulness will be maintained.

Additional copies are available from the TESOL Central Office.

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The American Language Journal Content: Analytical and speculative articles and documented research studies which deal with English as a second language and any other papers which are applicable to Intensive English programs Readership: ESL instructors, Intensive English program administrators and graduate students studying ESL	Dr. Collen Gray c/o ***The American Language Journal*** 405 Grubbs Hall Pittsburg State University Pittsburg, Kansas 66762 U.S.A.	Pittsburg State University	***The American Language Journal*** 405 Grubbs Hall Pittsburg State University Pittsburg, Kansas 66762 U.S.A.	(3 years consecutively paid for at once—$4.50 per year) (1 issue/yr.)	One submission copy, 3,000 or fewer words, no abstract required. The editors will examine and consider for publication any manuscript which treats subjects of contemporary significance. Manuscripts should follow the style used for the ***TESOL Quarterly*** with the following exceptions: 1) no abstract is requested, 2) all footnotes should be typed consecutively on one page, and 3) a 50-word biography of the author should accompany the manuscript. All manuscripts should be typed (no carbons accepted), postmarked no later than May 1 and accompanied by a stamped, self-addressed envelope for return.	Refereed. 3-4 months before notification of decision; if accepted, 2-3 months before publication.	No reviews		None as yet
Applied Linguistics Content: First and second language learning and teaching, bilingualism and bilingual education, discourse analysis, language teaching methodology, language planning, language testing, interlanguage studies, translation, stylistics and lexicography Readership: Linguists, sociolinguists, psycholinguists, social psychologists, language teachers and testers, translators, speed patholgists and therapists	Dr. Alan Davies Dept. of Linguistics University of Edinburgh 14 Buccleuch Place Edinburgh EH8 9LN Scotland Professor B. Spolsky Dept. of English Bar-Ilan University Ramat-Gan Israel Professor E. Tarone Dept. of Linguistics University of Minnesota 152 Klaeber Court 320 16th Avenue S.E. Minneapolis, Minnesota 55455 U.S.A.	Oxford University Press	Journals Subscriptions Department Oxford University Press Walton Street Oxford OX2 6DP England	$46 (USA) £21 (UK) £25 (elsewhere) (3 issues/yr.)	Four submission copies, 10,000-15,000 words, abstract required. Further guidelines available from the editors.	Refereed. 6 months before notification of decision; if accepted, 12 months before publication.	Solicited reviews only		The third and final issue of each volume is a thematic issue.

PUBLICATION Name and Description	Editor(s)	Publisher	Subscription Address	Yearly Rate (1984)	Manuscript Guidelines	Evaluation Information	Book Review Information	Other Journal Features	Special Thematic Issues
Applied Psycholinguistics Publishes articles which address the nature acquisition and impairments of language expression and comprehension including writing and reading Topics include psycholinguistic processing language acquisition language disorders in children and adults bilingualism and second language learning reading and writing disorders the development of literacy	Catherine E Snow John L Locke ***Applied Psycholinguistics*** Graduate School of Education Harvard University Larsen Hall Cambridge Massachusetts 02138 USA	Cambridge University Press	Cambridge University Press 32 East 57th Street New York New York 10022 USA	Institutions $60 US Individuals $34 Individual TESOL Member $27 (4 issues/yr)	Four submission copies 5 000 7 000 words abstract required See inside back cover of recent issue for Instructions to Authors style should conform to ***Publication Manual of the American Psychological Association***	Refereed 2 3 months before notification of decision if accepted 4 months before publication	Unsolicited reviews are to be submitted to the editorial office	In addition to research reports problem oriented reviews of important or emergent areas will be considered for publication as will short notes	The journal will occasionally publish issues devoted to single topics within its purview and will also consider publishing the proceedings of symposia or small topic centered conferences
Australian Review of Applied Linguistics Applied linguistics in the broadest sense Readership Association's members including academics schoolteachers government officers other professional applied linguists	Dr Mark Garner 66 Shields Street Flemington Victoria 303 Australia	Applied Linguistics Association of Australia	B McCarthy Dept European Languages Wollongong University Wollongong N S W Australia 2500	$30 Aust	Three submission copies 3 000 words maximum no abstract required A style sheet is available from editor Research reports and comment articles welcome as well as theoretical and empirical papers	Refereed 2 months before notification of decision if accepted 6 12 months before publication	Unsolicited reviews (only of books by Australians or about Australia) are to be sent to the editor	First no each year is a general edition (May) Second no is thematic (November December) Third no (irregular but each year) for reports ongoing research notes etc	Each November December
CALICO Journal Content covers all topics involving the application of high technology to the teaching and learning of first second and foreign languages The journal serves as a vehicle of communication for CALICO which has been designated as the clearinghouse for high technology and languages The readership includes CAI language administrators teachers researchers trainers and evaluators at both the novice and professional stage	Dr Frank R Otto 233 SFLC Brigham Young University Provo Utah 84602 USA Submit manuscripts to the attention of H Leon Twyman at the above address	CALICO	CALICO 229 KMB Brigham Young University Provo Utah 84602 USA	$25 (US) $35 (Mexico and Canada) $40 (overseas) (4 issues/yr)	Two submission copies 9 12 double spaced typewritten pages abstract required author's biodata and picture should be included	Refereed 1 2 months before notification of decision if accepted published in next available issue	Unsolicited reviews are to be submitted to H Leon Twyman	Can handle full color pictures	No
The Canadian Modern Language Review Literary linguistic and pedagogical articles book reviews current advertisements and other material of interest to teachers of French German Italian Russian Spanish Ukrainian and English as a second language at all levels of instruction	Anthony S Mollica Editor ***The Canadian Modern Language Review*** 237 Hellems Avenue Welland Ontario L3B 3B8 Canada	The Canadian Modern Language Review	Managing Editor ***CMLR*** 237 Hellems Avenue Welland Ontario L3B 3B8 Canada	Individuals $20 Institutions $25 Overseas $25 Sustaining $30 Patrons $100 or more USA same rate in US currency	Three submission copies average 16 500 words abstract required Guide to authors is published in the October issue of the journal	Refereed 2 3 months before notification of decision if accepted 6 9 months before publication	Unsolicited reviews are to be sent to the editor	A Touch of Class — a section devoted to teaching tips appears in each issue of the journal	Occasionally
Carleton Papers in Applied Language Studies The purpose of our series is to inform people of new developments in the field of applied language studies and to exchange recent research findings Our main focus is on the relationships between underlying principles and practical implemenation in the design and development of language teaching programs and materials	Aviva Freedman Devon Woods and Toni Miller Centre for Applied Language Studies Rm 215 Paterson Hall Carleton University Ottawa Ontario K1S 5B6 Canada Submit manuscripts to the attention of Toni Miller	Carleton University	Toni Miller Assistant Editor Centre for Applied Language Studies Rm 215 Paterson Hall Carleton University Ottawa Ontario K1S 5B6 Canada	$7 Canadian or American (including postage)	One submission copy 3 500 5 000 words abstract required	Refereed 2 months before notification of decision if accepted 5 months before publication	No reviews		We are particularly interested in such areas as discourse analysis pedagogical implications of research on writing approaches to communicative language teaching and syllabus design
Cross Currents ***Cross Currents*** contains practical and theoretical articles dealing with language skills acquisition and cross-cultural training selected and edited to be useful and comprehensible to both native and non-native ESL/EFL classroom teachers An international journal published in Japan ***Cross Currents*** is especially concerned with English as an International Language for cross-cultural communication	Laura Mayer and Brian C Tobin Editors ***Cross Currents*** 4-14-1 Shiroyama Odawara Kanagawa 250 Japan	Language Institute of Japan (LIOJ)	US Alemany Press 2501 Industrial Pkwy W Hayward California 94545 USA 800-227-2375 Outside US ***Cross Currents*** 4 14 1 Shiroyama Odawara Kanagawa 250 Japan	1 year $15 2 years $25 (2 issues/yr)	Two submission copies 1 000 5 000 words abstract required ***TESOL Quarterly*** standards See any December issue	Not refereed 1 2 months before notification of decision if accepted 3 6 months before publication	Unsolicited reviews are to be sent to the editors	Short practical articles (2 5 pages) in the Bright Ideas section & Ten Year Index (through Fall 1983) appears in volume 10 number 2	No
ELT Journal (formerly English Language Teaching Journal) ***ELT Journal*** is for teachers of English to speakers of other languages and others involved in EFL/ESL worldwide It seeks to encourage the exchange of views findings experiences and insights among teachers working in a wide variety of situations and those in the various fields of research and study that are relevant to language teaching and learning	Richard Rossner 13 Raby Place Bath BA2 4EH United Kingdom	Oxford University Press	Oxford University Press Journals Subscriptions Dept Walton Street Oxford OX2 6DP United Kingdom	$30 (US) £12 (UK) £14 (elsewhere) (4 issues /yr)	Three submission copies average 2 500 words abstract required A guide for contributors is available from the editor	Refereed 2 months before notification of decision if accepted 12 months before publication	Solicited reviews only are to be sent to Rod Bolitho 5 Redworth Terrace Totnes Devon United Kingdom	A section that focuses on points of English grammar use pronunciation etc occasional interviews detailed publications received section correspondence section	"Semi thematic" only

PUBLICATION Name and Description	Editor(s)	Publisher	Subscription Address	Yearly Rate (1984)	Manuscript Guidelines	Evaluation Information	Book Review Information	Other Journal Features	Special Thematic Issues
English Language Research Journal Aims to cover areas of theoretical and practical interest to teachers of EFL in higher education—thus recent articles have varied from the analysis of written discourse to team teaching and note taking in lectures	Mr C J Kennedy Dept of English University of Birmingham P O Box 363 Birmingham B15 2TT England	English Language Research University of Birmingham	***English Language Research Journal*** Dept of English University of Birmingham P O Box 363 Birmingham B15 2TT England	£3 50 (England) $6 (U S)	On submission copy average 5 000 words abstract required Double spaced typed on one side	Not refereed 3 months before notification of decision if accepted 4 6 months before publication	Unsolicited reviews are to be submitted to the editor	There is a linked monograph series which publishes longer manuscripts	Not yet
English Language Teaching Documents A journal of information, criticism and analysis of developments in English language teaching throughout the world Particularly concerned with the interface between theory and practice Aimed at serious practitioners advisors teacher educators and curriculum developers	Professor Christopher Brumfit Department of Education University of Southampton Highfield Southampton S09 5NH United Kingdom	Pergamon Press in association with British Council	U S & Central America Pergamon Press Fairview Park Elmsford New York 10523 U S A U K & all others Pergamon Press Headington Hill Hall Oxford OX3 0BW United Kingdom	£12 $21 (U S) (3 issues/yr)	Average 3 000 words no abstract required Editor should be consulted in advance with proposal	Sometimes refereed 1 month before notification of decision if accepted 8 14 months before publication	No reviews	All issues are thematic and mainly—but not exclusively—commissioned	Always
English Teachers' Journal (Israel) Articles and news items about TEFL methodology syllabus construction psycholinguistics problems of Hebrew and Arabic speakers in learning English Readership Teachers of English as a foreign language (primary secondary and tertiary levels) libraries and institutions	Rafael Gefen Ministry of Education Jerusalem 91911 Israel	Ministry of Education State of Israel	Ministry of Education Jerusalem 91911 Israel	$4 (2 issues/yr)	One submission copy 1 000 1 500 words no abstract required	Not refereed 1 2 months before notification of decision length of time before publication varies with backlog	No reviews	The journal is meant for practising teachers it is not primarily a research oriented journal unless the research has clear pedagogical or syllabus implications	No
English Teaching Forum This journal presents articles on techniques and methodology for the classroom teacher and teacher trainer also some background theory linguistic analysis and philosophical discussion about the profession Articles are by and for a worldwide readership Each October issue contains a recorded disc of authentic oral language for listening practice	Anne C Newton Editor Room 312 301 4th St S W Washington D C 20547 U S A	United States Information Agency	Within U S Superintendent of Documents U S Govt Printing Office Washington D C 20402 U S A Outside the U S American Embassy **or** U S Govt Printing Office	$4 75/issue $14 (U S) (4 issues/yr) Outside U S Usually gratis from American Embassy $17 50/yr from U S Govt Printing Office	Two submission copies 2 500 3 000 words no abstract required Typewritten double spaced one inch margins footnotes at end	Not refereed 1 month before notification of decision if accepted 12 15 months before publication	No reviews	Lighter Side page with puzzles games etc Letters column Teacher Correspondents column	Occasionally on various aspects of teaching the four skills literature etc as well as on larger questions such as varieties of English state of the art etc
English Today ***English Today*** is an international review of the English language As such it is a magazine rather than a learned journal providing authoritative and entertaining features on all aspects of the language including its varieties usage grammar lexis etymology literature(s) etc as well as a forum for correspondence interviews and book reviews Its contributors are experts in their fields who can also write compactly and informatively for the general interested public ELT material is also included from time to time	Dr Tom McArthur 22 23 Ventress Farm Court Cherry Hinton Road Cambridge CB1 4HD England	Cambridge University Press	Cambridge University Press The Edinburgh Building Shaftesbury Road Cambridge CB2 2RU England **or** 32 East 57th St New York New York 10022 U S A (or via any other Cambridge branch)	£9 (U K) $18 50 (U S) (Special rates for TESOL Members) (4 issues/yr)	Two submission copies 2 000 3 000 words no abstract required Detailed guidelines supplied on request It is suggested that potential contributors should study the magazine and read the guidelines before submitting material Even better contact the editor with the idea first	Refereed for certain purposes 1 month before notification of decision if accepted varied length of time before publication	Unsolicited reviews sometimes accepted send submissions to the editor	The magazine caters to a broad range of interested persons both professional and amateur linguistic and literary native and foreign users of the language	Each issue as currently planned is introduced by two or three features on a common theme
The ESP Journal: An International Journal of English for Specific Purposes The readers are professionals in the field of English for specific purposes teachers, administrators, materials writers, curriculum designers, and researchers Topics such as the following are treated from the perspective of research and of practice discourse analysis, needs assessment, curriculum and materials, methodology, teacher training, and testing and evaluation	Grace Stovall Burkart Dept of Language and Foreign Studies The American University Washington D C 20016 U S A	Pergamon Press Inc	Pergamon Press Inc Maxwell House Fairview Park Elmsford NY 10523 U S A **or** Pergamon Press Ltd Headington Hill Hall Oxford OX3 0BW England	1 year $25 U S 2 years $47 50 U S (2 issues/yr)	3 complete submission copies including artwork average 7 500 words 200 word max abstract required Articles must be written in English They must be typed on standard letter size white bond double spaced one side only All artwork must be suitable for publication and need no further work (i e it must be camera ready) In the text references are cited within parentheses giving author's last name publication date and page numbers (Wilkins 1976 21 25) The reference list should be in alphabetical order according to the author's last name and should follow the style of ***TESOL Quarterly*** or ***English Language Teaching Journal*** More extensive instructions are published on the inside back cover of every issue	Refereed variable time before notification of decision if accepted 3 12 months before publication	Solicited reviews only submitted to the editor	Survey of materials suitable for computer assisted language learning reviews of courseware for computer assisted language learning announcements of meetings courses and publications listing of publications received	On an irregular basis In the past there have been issues on teacher training for ESP and on vocational ESL
Foreign Language Annals ***Foreign Language Annals*** deals with articles of any aspect of foreign language pedagogy Our readers include teachers at all levels and our content is evenly divided between "research" and "how to" articles	Patricia W Cummins Department of Modern Languages Box 6004 Northern Arizona University Flagstaff Arizona 86011 U S A	ACTFL	ACTFL P O Box 408 Hastings-on Hudson New York 10706 U S A	Comes with ACTFL membership	1 original and 2 copies for submission average 20 typed pages abstract required include return postage attach statement that manuscript is not under consideration elsewhere articles in English only (FL quotes permissible)	Refereed 2 3 months before notification of decision if accepted 6 12 months before publication		Column on computer software column on academic alliances	Sometimes

PUBLICATION Name and Description	Editor(s)	Publisher	Subscription Address	Yearly Rate (1984)	Manuscript Guidelines	Evaluation Information	Book Review Information	Other Journal Features	Special Thematic Issues
International Review of Applied Linguistics (IRAL) ***IRAL*** is devoted to problems of general and applied linguistics in their various forms, preferably in the context of descriptive linguistics and language teaching. The journal's readers are foreign language teachers, especially at universities and teacher training colleges.	Professor Dr. Gerhard Nickel University of Stuttgart Department of English Linguistics KeplerstraBe 17 D-7000 Stuttgart 1 Federal Republic of Germany	Julius Groos Verlag	Journals Department Oxford University Press Walton Street Oxford OX2 6DP England	$50/volume (4 issues/yr.)	Two submission copies, average 5,000 words, abstract required. Manuscripts should be typewritten with a wide margin and double spacing between the lines. They should conform to the MLA style sheet.	Refereed. 3-6 months before notification of decision, if accepted, 12-18 months before publication.	Solicited reviews only.	The languages of publication are English, French and German.	No
HOW: English Teaching Magazine ***HOW: English Teaching Magazine*** mainly publishes articles on ESL/EFL methods and techniques. However, it welcomes articles about linguistics, psychology, education and related areas, with practical applications to language teaching. The magazine is directed to high school and university teachers.	Jesus Alirio Bastidas A. and Edmundo Mora ***HOW Magazine*** A.A. 877 Pasto, Nariño Colombia S.A.	Asociación Colombiana de Profesores de Ingles (ASOCOPI) (Colombian Association of English Teachers)	***HOW Magazine*** A.A. 877 Pasto, Nariño Colombia S.A.	$14 U.S. (4 issues/yr.)	One submission copy, no abstract required; guidelines published in each issue (available from the editors).	Refereed. 2 months before notification of decision; if accepted, time before publication varies with backlog.	Unsolicited reviews are to be submitted to the editor.	The magazine contains different sections according to the articles published, e.g. Language Teaching, Language Testing, Language and Literature, Language and Culture, Language and Life (interviews), Book Reviews, Language and Curriculum, etc.	Each year we plan to publish on a certain topic. The 1984 special issue was devoted to the Communicative Approach.
Indian Journal of Applied Linguistics ***IJOAL*** presents its readers with new theoretical and methodological ideas and research from the several disciplines engaged in applied linguistics, as well as related articles on sociolinguistics, first/second language acquisition and pedagogy, bilingualism, language problems and language planning. Articles of strictly theoretical linguistic persuasion are outside its scope.	Ujjal Singh Bahri, Editor ***Indian Journal of Applied Linguistics*** 57 Sant Nagar Post Box No. 7023 New Delhi - 110065 India	Bahri Publications Pvt. Ltd.	Editor	Individuals $35 U.S. Institutions $35 U.S. AILA/TESOL Members $20 U.S.	Two submission copies, 10-25 typed pages, abstract required; refer to MLA style sheet.	Refereed. 6-10 months before notification of decision; if accepted, 6 months before publication.	Unsolicited reviews are to be submitted to the editor.	Bibliographic Focus, Publications Received, Announcements of Major Events, Advertisements for Books on Linguistics, Literature.	1984: Style, Structure and Criticism 1985 (No. 1) Bilingualism 1986: Language Testing 1987: Translation and Culture
I.T.L. Review of Applied Linguistics Articles are accepted for publication in the field of applied linguistics in the broad sense.	Dr. N. Delbecque ***I.T.L. Review of Applied Linguistics*** Blijde — Inkomststraat 21 B-3000 Leuven Belgium	Afdeling Toegepaste Linguistiek Katholieke Universiteit Leuven	***I.T.L. Review of Applied Linguistics*** Blijde — Inkomststraat 21 B-3000 Leuven Belgium	9.50 BF	One submission copy, average 10 pages, no abstract required.	3 months before notification of decision; if accepted, 4 months before publication.	Solicited reviews only, submitted to the editor.		
JALT Journal (Journal of the Japan Association of Language Teachers) Areas of content include curriculum, methods, and techniques, classroom observation, teacher education and training, cross-cultural studies, language learning and acquisition, and overviews of, or research in, related fields. The readership includes members of the Japan Association of Language Teachers (50% non-Japanese), most of whom teach English.	Richard Berwick Andrew Wright Co-editors C.I. Mansion #505 Yamate-dori 1-28 Showa-ku Nagoya 466 Japan	The Japan Association of Language Teachers	JALT Central Office c/o Kyoto English Center Sumitomo Seimei Building, 8F Karasuma-shijo Nishi-iru Shimogyo-ku Kyoto 600 Japan	¥ 750 (= c. $3) (semi-annual)	Three submission copies, no longer than 20 pages, typed and double-spaced, abstract required. Must conform to APA style. Reference citations should be in the body of text in parentheses with author's last name, date of work, and page numbers where appropriate. Footnotes should be kept to a minimum.	Refereed. 4 months before notification of decision; if accepted, 6 months before publication.	Unsolicited reviews are to be submitted to Andrew Wright.		No
Journal of Language and Social Psychology A broad scope is intended, covering language and its relation to social cognition, identity, motivation and interpersonal interaction. Language attitudes, first-language development and second-language acquisition are also within the purview of the ***Journal of Language and Social Psychology***	Prof. Howard Giles c/o Multilingual Matters Ltd Bank House 8a Hill Road Clevedon, Avon BS21 7HH England	Multilingual Matters Ltd	Multilingual Matters Ltd	Libraries £35 ($64 U.S.) Students £6 ($11 U.S.) Individuals £11 ($20 U.S.)	Four submission copies, average 8,000 words, abstract required.	Refereed. 3-5 months before notification of decision; if accepted, 3-6 months before publication.	Unsolicited reviews are to be sent to: Prof. John Edwards Dept. of Psychology St. Francis Xavier University Antigonish, Nova Scotia Canada B2G 1C0	Announcements, Review Articles, Research Notes	Yes
Journal of Multilingual and Multicultural Development Research on multilingualism and multiculturalism in the areas of education, linguistics, psychology, and sociology. Readership: Researchers in the above areas, as well as teachers and administrators.	Mr. Derrick Sharp c/o Multilingual Matters Ltd Bank House 8a Hill Road Clevedon, Avon BS21 7HH England	Multilingual Matters Ltd	Multilingual Matters Ltd	Individuals $22 U.S. Students $11 U.S. Institutions $76 U.S.	Two submission copies, average 7,000 words, abstract required.	Refereed. 4 months before notification of decision; if accepted, 9-12 months before publication.	Unsolicited reviews are to be sent to: Dr. Colin Williams Dept. of Geography North Staffordshire Polytechnic Leek Road Stoke-on-Kent ST4 2DE England	We also publish works in progress and readers' responses.	Yes
Lancaster Practical Papers in English Language Education Detailed and practical exemplification of materials, classroom activities, tests, teacher training procedures, curriculum design and evaluation issues, underpinned by applied linguistics theory. Usually innovative. Readers are applied linguistic practitioners in the areas of curriculum and syllabus design, materials design, test construction, teacher training, applied linguistic research.	***Lancaster Practical Papers in E.L.E.*** Institute for English Language Education University of Lancaster Lancaster LA1 4YT England	Vols. 1 to 4 Institute for English Language Education University of Lancaster Vol. 5 onwards Pergamon Press Ltd.	Subscription not available	Vols. 1 and 3: £4 Vols. 2 and 4: £7 Vols. 5: £5.50	One submisson copy, 5,000-10,000 words, no abstract required. Articles should provide detailed exemplification where possible of activities and procedures and should normally relate to the theme of the volume.	Refereed. 1 month before notification of decision; if accepted, 6-9 months before publication.	No reviews		Each issue is thematic: Vol. 5: Issues in ESP Vol. 6: Evaluation Vol. 7: Task and Exercise Types

PUBLICATION Name and Description	Editor(s)	Publisher	Subscription Address	Yearly Rate (1984)	Manuscript Guidelines	Evaluation Information	Book Review Information	Other Journal Features	Special Thematic Issues
Language Learning ***Language Learning*** publishes research articles and theoretical discussions in applied linguistics of potential interest to those concerned with the learning/acquisition of second/foreign languages.	Dr. Alexander Guiora Editor, ***Language Learning*** Department of Psychology The University of Haifa 31999 Haifa Israel Prof. John A. Upshur Editor, ***Language Learning*** Concordia University TESL Center 1455 De Maisonneuve Blvd. W. Montreal, Quebec Canada H3G 1M8	The University of Michigan	Mrs. Ellyne P. Monto Business Manager ***Language Learning*** Department of Linguistics 1076 Frieze Bldg. The University of Michigan Ann Arbor, Michigan 48109 U.S.A.	$20 (4 issues/yr.)	Three submission copies, average 25 pages, abstract required. All manuscripts should be typewritten, double spaced and should conform to the Linguistics Society of America style sheet.	Refereed. 3 months before notification of decision; if accepted, 6-9 months before publication.	Unsolicited reviews are to be sent to: Dr. William Acton ***Language Learning*** Dept. of English University of Houston Houston, Texas 77004 U.S.A.	Exchange (readers respond to published articles and authors reply), review articles, announcements.	Occasionally; last issue in 1983 on Epistemology in the Language Sciences.
Language Learning and Communication Provides a forum for scholars and teachers to discuss the learning and teaching of Chinese and English, and seeks an exchange of ideas and experience between the Chinese and Western traditions of language learning and teaching. Articles are published in Chinese and English.	Dr. Jack C. Richards Department of E.S.L. 1890 East-West Road University of Hawaii Honolulu, Hawaii 96822 U.S.A. Dr. Cheung Yat-shing English Department The Chinese University of Hong Kong Shatin, N.T. Hong Kong	John Wiley & Sons	Subscription Dept. John Wiley & Sons 605 3rd Avenue New York, New York 10158 U.S.A.	$40 (includes postage and handling) (3 issues/yr.)	Three submission copies, average 5,000 words, abstract required. MLA style manual, ***TESOL Quarterly*** guidelines, own guidelines in back of each issue.	Refereed. 1-2 months before notification of decision; if accepted, 3-6 months before publication.	Unsolicited reviews are to be submitted to Jack C. Richards.	Chinese abstracts of English articles and vice versa.	No
The Language Teacher Monthly newsmagazine of The Japan Association of Language Teachers, with feature articles, book reviews, how-to column as well as announcements and news about local chapter meetings for the JALT membership of native and non-native speakers of English and for the ELT public throughout Japan.	Deborah Foreman Takano 2-4 Nishi-Norisada Ube, Yamaguchi 755 Japan	The Japan Association of Language Teachers	JALT Central Office c/o Kyoto English Center Sumitomo Seimei Bldg. Shijo-Karasuma Nishi-iru, Shimogyo-ku Kyoto 600 Japan	¥6000 (1985)	One submission copy, average 1,000 words, no abstract required. See the editorial box on page 2 and/or write to the editor.	Refereed. 2-3 months before notification of decision; if accepted, 2-3 months before publication.	Unsolicited reviews are to be sent to: Jim Swan 1-402 Shin Ohmiya Green Heights 3-9-40 Shibatsuji-cho Nara 630 Japan		Special feature issues on Speaking, Reading, Testing, Classroom-centered Research, etc.
Language Teaching ***Language Teaching*** helps people concerned with the teaching and learning of languages keep up to date with the latest findings in research, language studies, applied linguistics and linguistics which are of professional interest. The journal provides objective summaries in English of current articles selected by experts from nearly 400 journals.	Valerie Kinsella Centre for Information on Language Teaching and Research Regent's College Regent's Park London England	Cambridge University Press	Cambridge University Press 32 East 57th Street New York, New York 10022 U.S.A.	Individuals: $34 Institutions: $65 U.S. Individual members of TESOL: $28	N.A.	N.A.	N.A.	N.A.	N.A.
Language Testing ***Language Testing*** provides a forum for the exchange of ideas and information between people working in the fields of first and second language testing and assessment. These include researchers and practitioners in EFL testing, ESL testing, mother tongue testing, assessment in child language acquisition, and language pathology.	Arthur Hughes Don Porter ***Language Testing*** Dept. of Linguistic Science University of Reading Whiteknights Reading RG6 2AA England	Edward Arnold (Publishers) Ltd. Distributed in United States and Canada by Cambridge University Press	US and Canada: Cambridge University Press 32 East 57th Street New York, New York 10022 U.S.A.	Individuals: $30 U.S. Institutions: $30 U.S. Individual members of TESOL and ACTFL: $24	Three submission copies, 4,000-8,000 words, abstract of not more than 200 words required. Full guidelines on journal style and preparation of manuscripts are available from the editors. Submissions should be typed on one side of the paper only, double-spaced and with generous margins.	Refereed. 2-3 months before notification of decision.	Unsolicited reviews are to be submitted to the editors.	Each issue will include major articles, reviews of tests, book reviews, correspondence, and news of relevant meetings and conferences.	
Modern English Teacher ***MET*** is a magazine of practical ideas for classroom teaching (EFL and ESL) written by teachers all over the world.	Susan Holden Modern English Publications Ltd. Box 129 Oxford OX2 8JU England	Modern English Publications Ltd.	Marston Book Services Box 87 Oxford OX4 1LB England Alemany Press 2501 Industrial Parkway West Hayward, California 94545 U.S.A. (for U.S. subscriptions)	£8.50	One submission copy, 500-1,000 words, no abstract required. Articles should be short and practical, and should be easily read by busy classroom teachers whose mother tongue is not necessarily English.	Not refereed; up to 2 months before notification of decision; if accepted, 1-24 months before publication.	Solicited reviews only.		Each issue has a focus, which accounts for roughly 50% of the content. Those for the current year included: New Approaches (CAL, Video, Distance Teacher Training), Mime and Role Play, Revised Cambridge exams syllabus, Reading and Writing, Using the Real World.

PUBLICATION Name and Description	Editor(s)	Publisher	Subscription Address	Yearly Rate (1984)	Manuscript Guidelines	Evaluation Information	Book Review Information	Other Journal Features	Special Thematic Issues
The *Modern Language Journal* The ***MLJ*** is devoted primarily to methods, pedagogical research, and topics of professional interest to all lanugage teachers, publishes pedagogical articles, reports, teaching tips, news, book reviews, current advertisements, and occasional articles on the scene in Washington, DC, as it relates specifically to foreign language researchers, teachers, and students.	David P. Benseler The ***Modern Language Journal*** Dept. of German Ohio State University Columbus, Ohio 43210 U.S.A.	National Federation of Modern Language Teachers Associations	The ***Modern Language Journal*** Journal Division University of Wisconsin Press 114 North Murray Street Madison, Wisconsin 53715 U.S.A.	Individuals: $13 Institutions: $30 (4 issues/yr.)	Three submission copies, average 5,000 words, no abstract required. Guidelines provided on request; required style is ***MLA Style Sheet*** (2nd ed.)	Refereed; 2-3 months before notification of decision; if accepted, 6-12 months before publication	Solicited reviews only		Occasionally, as need and demand arises
MST English Quarterly General content includes articles and lesson plans focusing on improvement of instruction in English methods, techniques, strategies, with a little of theory and current developments in second langauge teaching. The articles are especially chosen for their usefulness to the secondary school teacher of English in the Division of City Schools, Manila, Philippines.	The ***MST English Quarterly*** Office of the Supervisors of Secondary English Manila Science High School Taft Avenue Manila Philippines	The Manila Public Secondary Teachers of English	Editorial office	$5 (4 issues/yr.)	Two submission copies, no fixed length, no abstract required	Refereed; 1 month before notification of decision; if accepted, varied time before publication	No reviews		None
NABE Journal The ***NABE Journal*** encourages the submission of articles of general professional significance to bilingual education. Articles may focus on such areas as instructional methods and techniques, language planning, psychology and sociology of bilingualism, second language learning, definition and scope of bilingual education, significance and applications of research on bilingualism, relevant research in such related fields as linguistics, anthropology, ethnic studies, psychology, sociology, education, or language arts.	Eugene Garcia College of Education Bilingual/Bicultural Education Center Arizona State University Tempe, Arizona 85287 U.S.A.	National Association for Bilingual Education (NABE)	NABE 1201 16th Street, N.W. Room 405 Washington, D.C. 20036 U.S.A.	Free to members (membership $35/yr.) (3 issues/yr.)	Four submission copies, 4,000-6,000 words, abstract required; APA guidelines. Articles are welcome in languages other than English; these must be accompanied by an abstract in English of form 250 to 1,000 words, or an English translation or parallel version	Refereed; 2-3 months before notification of decision; if accepted, 6-9 months before publication	Unsolicited reviews are to be submitted to the editor	We publish short "idea" and "opinion" articles of 1,000 words or less	As determined at times by the Editorial Board (one in the last 3 years)
Perspectives Articles on various aspects of teaching and learning (given at our National Convention or sent from various countries during the year) for teachers and administrators at all school levels, elementary through university.	Mary Finocchiaro TESOL Italy Via Boncompagni 2 Rome 00186 Italy From U.S. APO New York 09794	Bulzoni	TESOL Italy	Free with membership (3 issues/yr.)	Two submission copies, abstract required; clarity and brevity are most important. For non-native English speakers, it is wise to have a friend check the manuscript for cohesion, coherence and accuracy	1 month before notification of decision; if accepted, 3-6 months before publication	Unsolicited reviews are to be submitted to the editor	Advertising, list of books and journals received	Sometimes—e.g., Classroom Experimentation
Practical English Teaching ***PET*** contains practical teaching ideas, plus useful background information, for teachers of EFL in secondary schools. The magazine is aimed at teachers who are non-native speakers of English, and who teach medium to large classes of students within the 9-19 age group. Each issue contains several pages of lesson material for direct use in class.	Sheila Borges ***Practical English Teaching*** 140 Kensington Church St London W8 4BN England	Mary Glasgow Publications	Mary Glasgow Publications ***Practical English Teaching*** Brookhampton Lane Kineton, Warwick CU35 0JB England	£12 $20 U.S. (prices vary according to country/postage) (4 issues/yr.)	One submission copy, average 2,000 words; no abstract required. Articles must concern practical activities for the classroom and be addressed to secondary school teachers of English	1-2 months before notification of decision; if accepted 4-6 months before publication	Solicited reviews only	New Developments section aims to keep the teachers up-to-date with latest methodology, often with suggestions on adaptation to the secondary school class. A regular "usage" column contains comments on English language usage	March issues always contain articles on trips to Britian
Problems and Experiences in the Teaching of English Our journal is written in English in order to give a wider circulation to current Italian research, both practical and theoretical, and to discussions of teachers' experiences. Its readers are mainly teachers of English in secondary schools and universities and people interested in ELT methodology.	Wanda Colosimo d'Addio Sirio Di Giuliomaria Simon Murison Bowie La Nuova Italia Viale Carso 46 00195 Roma Italy	La Nuova Italia and Oxford University Press	La Nuova Italia Via Ernesto Codignola 50018 Scandicci (Firenze) Italy	$10 (4 issues/yr.)	One submission copy, 5,000-6,000 words, no abstract required. See issue No. 3, 1984, for guidelines	Not refereed; 1-2 months before notification of decision; if accepted, 3-6 months before publication	Unsolicited reviews are to be submitted to the editors		Issue no. 2, 1984: Teacher Training in Italy
Reading in a Foreign Language The journal publishes articles concerning both the practice and theory of learning to read and teaching reading in any foreign or second language. The over-riding objective of the journal is to make a positive and practical contribution to improvements in standards of reading a foreign language. The journal's readership includes teachers, course planners, textbook writers and researchers.	Ray Williams and Alexander Urquhart Language Studies Unit University of Aston in Birmingham Gosta Green Birmingham B4 7ET England	Language Studies Unit University of Aston in Birmingham England	Editorial office	£6 surfacemail £9 airmail (2 issues/yr.)	Three submission copies, average 4,000 words, abstract required. Guidelines are published in every issue	Refereed; 2 months before notification of decision; if accepted, 4 months before publication	Unsolicited reviews are to be submitted to the editors		No
RELC Journal: A Journal of Language Teaching and Research in Southeast Asia ***RELC Journal*** presents information and ideas on theories, research, methods and materials related to language learning and teaching. Articles, book reviews, review articles and forums are aimed at language education personnel and researchers as well as readers interested in the field of applied linguistics.	Dr. Teodoro A. Llamzon SEAMEO Regional Language Centre 30 Orange Grove Road Singapore 1025 Republic of Singapore	SEAMEO Regional Language Centre	Editorial office	$9 Singapore currency within Southeast Asia and $9 U.S. outside Southeast Asia	Two submission copies, 1,000-5,000 words, abstract required. Articles should be original and not published elsewhere. The inside back cover of each issue of the journal gives detailed guidelines on the preparation of articles	Refereed; 6-12 months before notification of decision; if accepted, 3-4 months before publication	Unsolicited reviews are to be sent to the attention of the Review Editor	Forums, review articles, book notices, publications received	None

PUBLICATION Name and Description	Editor(s)	Publisher	Subscription Address	Yearly Rate (1984)	Manuscript Guidelines	Evaluation Information	Book Review Information	Other Journal Features	Special Thematic Issues
Second Language Research (formerly Interlanguage Studies Bulletin) This journal covers research into the acquisition of non native languages without reference to any application thereof: the focus is on exploring links between this field of research and related theoretical disciplines such as psychology and linguistics. Topics related to language teaching and language testing methodology are not included.	Dr. M. Sharwood Smith or Dr. J. Pankhurst Faculty of Letters University of Utrecht c/o English Dept Oudenoord 6 3513 ER Utrecht The Netherlands	Edward Arnold	Edward Arnold 41 Bedford Square London WC1B 3DQ Great Britian	(2 issues/yr.)	Four submission copies, average 6,000 words, abstract required. Refer explicitly to literature in the area of second language acquisition within five years of the date of writing (apart from any earlier references that are relevant); define terms from sister disciplines; avoid any discussion of direct pedagogical applications of work reported; papers may be mainly theoretical or mainly experimental.	Refereed. 1-21 months before notification of decision.	Unsolicited reviews are to be submitted to the editors.		Yes
Studies in Second Language Acquisition ***Studies in Second Language Acquisition*** is a journal of international scope with a worldwide readership. Devoted to problems and issues in second language acquisition and foreign language learning, each volume—beginning with volume 7—contains three issues, one of which is devoted to a single theme or topic. The other two issues contain theoretically-oriented papers, reports and empirical research or discussions with pedagogical implications, research notes, review articles, and reviews.	Albert Valdman Ballantine Hall 602 Indiana University Bloomington, Indiana 47405 U.S.A.	Cambridge University Press	Nancy Workman Journals Dept Cambridge University Press 32 East 57th Street New York, New York 10022 U.S.A.	Individuals: $25 U.S. (U.S. and Canada) Individuals: £13 (U.K. and elsewhere) Institutions: $45 U.S. (U.S. and Canada) Institutions: £23 (U.K. and elsewhere) (3 issues/yr.)	Three non-returnable submission copies, average 7,500 words, abstract required. Manuscripts must be double spaced; notes & references should follow the body of the text and should also be double spaced. In all other respects submissions should follow the typographical style found in ***Language***. If submitted materials do not conform to the above stated guidelines they will be returned. Note that authors are responsible for providing camera-ready copy of all charts, figures, tables, etc. upon acceptance of article for publication. Style sheets upon request.	Refereed. 2-3 months before notification of decision; if accepted, 10-12 months before publication.	Solicited reviews only.		The second issue in each volume is a thematic issue. Volume 7, number 2 is concerned with pedagogical issues specifically. Future special issues will focus on L2 acquisition research in French speaking countries, world languages, language acquisition, and early bilingualism.
System ***System*** is devoted to the theory and methodology of language teaching and learning. It also has a particular interest in the applications of technology and systems thinking to FLT. Its readership includes applied linguists, teacher trainers, educational technologists and practising teachers.	Norman F. Davies Dept. of Language and Literature University of Linköping 581 83 Linköping Sweden	Pergamon Press	Pergamon Press Ltd. Headington Hill Hall Oxford OX3 0BW England	Individuals: $15 Institutions: $45 (3 issues/yr.)	Two submission copies, average 4,000 words, abstract required. The article should have a theoretical base with practical applications which can be generalized.	Refereed. 1-2 months before notification of decision; if accepted 12-18 months before publication.	Solicited reviews only. People willing to review for us should contact the Review Editor: Udo O.H. Jung IFS University of Marburg, Federal Republic of Germany	An extensive announcements section with conference information, etc.	Recent ones include Reading, Computer Assisted Language Instruction, The Receptive Way. Forthcoming: Simulations.
TESL Canada Journal ***TESL Canada Journal*** publishes articles related to diverse aspects of the teaching and learning of ESL/EFL including syllabus and curriculum design, testing and evaluation, psycholinguistics, teacher training, methodology and computer assisted learning. Preference is accorded to manuscripts of relevance to Canadian readers.	Patsy M. Lightbown ***TESL Canada Journal*** McGill University 3700 McTavish Montreal, PQ Canada H3A 1Y2	TESL Canada Federation	Within Canada: ***TESOL*** Canada Association Outside Canada: Subscriptions Secretary (same address as editor)	Individuals within Canada: Part of fees of TESL Canada Associations Otherwise: $12 Can. (U.S.) $16 Can. (elsewhere) (2 issues/yr.)	Four submission copies, average 4,000 words, abstract required. Use guidelines in ***The Publication Manual of the American Psychological Association*** (Third Edition).	Refereed. 6 months before notification of decision; if accepted, 6 months before publication.	Unsolicited reviews are to be submitted to Wendy Allen at editor's address.	In the Classroom — a section devoted to brief descriptions of teaching techniques or activities (Editor: Antoinette Gagné)	No
TESL Reporter The ***TESL Reporter*** deals with the practical application of TESL/TEFL theory and innovations. Articles explain and critically examine a wide variety of methods, techniques, materials, and issues, but they all have one thing in common—a pragmatic perspective. Manuscripts are selected on the basis of their usefulness to classroom teachers.	Lynn E. Henrichsen, Editor ***TESL Reporter*** BYU-HC Box 1830 Laie, Hawaii 96762 U.S.A.	Communications and Language Arts Division Brigham Young University—Hawaii Campus	Circulation Manager ***TESL Reporter*** BYU-HC Box 1830 Laie, Hawaii 96762 U.S.A.	Complimentary upon request	Two submission copies, average 1,800 words, no abstract required. Manuscripts should be oriented toward the classroom teacher. They should be typed, double spaced throughout. Bibliographic references should follow ***TESOL Quarterly*** style. Manuscripts dealing with classroom aspects of teaching are especially encouraged.	Refereed. 1-3 months before notification of decision; if accepted, 3-6 months before publication.	Unsolicited reviews are to be sent to the attention of Mark O. James, Book Review Editor.		Rarely
TESL Talk ***TESL Talk*** deals primarily with practical language teaching concerns with some articles on language learning theory and multiculturalism. The quarterly is aimed at teachers of immigrants to Canada, both adult and school aged.	Lillian Butovsky Ministry of Citizenship and Culture Newcomer Services Branch 454 University Ave., 3rd floor Toronto, Ontario M5G 1R6 Canada	Ministry of Citizenship and Culture	Editorial office	Free to ESL teachers in Ontario	One submission copy, 1,500-2,000 words, no abstract required. For references and bibliographies consult the University of Chicago Press ***Manual of Style***.	Not refereed. 2 months before notification of decision; if accepted, 3-12 months before publication.	Unsolicited reviews are to be submitted to the editor.	Listing of conferences, courses, publications received (available in Ontario through the Ministry of Citizenship and Culture library)	In the past we have published: ESL in the Workplace* Black Student in Urban Canada The Immigrant Student in Secondary School Adult Methodology* Still in print*

PUBLICATION Name and Description	Editor(s)	Publisher	Subscription Address	Yearly Rate (1984)	Manuscript Guidelines	Evaluation Information	Book Review Information	Other Journal Features	Special Thematic Issues
TESOL Quarterly The ***TESOL Quarterly***, directed toward researchers and teachers concerned with issues in the learning and teaching of ES/FL and of SESD, publishes articles which are cross disciplinary and which bridge theory and practice in the profession. Topics include the psychology and sociology of language learning and teaching, curriculum design and development, instructional methods, materials, and techniques, testing, professional preparation, language planning, and professional standards.	Prof Stephen Gaies Editor, ***TESOL Quarterly*** Dept of English University of Northern Iowa Cedar Falls, Iowa 50614 U S A	Teachers of English to Speakers of Other Languages (TESOL)	Only through membership in TESOL. Contact TESOL 201 D C Transit Building Georgetown University Washington, D C 20057 U S A	Regular Membership $33 Student Membership $16 50 (4 issues/yr)	Three submission copies, 20-25 pages, abstract required. Guidelines are published in every December issue, or contact the editor for copies. Manuscripts should make a significant and original contribution to the field and should reflect sound scholarship. Theoretical/empirical articles should have pedagogical/practical implications. Pedagogical/practical articles should be anchored in research theory. All submissions should be written so that their content is accessible to a broad readership, including non-specialists.	Refereed, 3 months before notification of decision; if accepted, 6 months before publication	Unsolicited reviews are to be submitted to Vivian Zamel Review Editor, ***TESOL Quarterly*** English Department University of Massachusetts Boston Harbor Campus Boston, Massachusetts 02125 U S A	Brief Reports and Summaries (short summaries of completed work or work in progress). The Forum (commentary on current trends or practices, or rebuttals to previously published articles or reviews)	Not at the moment (although some have accidentally turned out that way)
World Englishes: Journal of English as an International and Intranational Language ***WE*** focuses on the forms and functions of native and non-native varieties of English in diverse cultural and sociolinguistic contexts. Emphasis is on original data-based research with a theoretical orientation, addressing issues in linguistics, literary analysis, and teaching methodology relevant to English as a primary or additional language, particularly in multilingual settings.	Braj B Kachru Dept of Linguistics University of Illinois Urbana, Illinois 61801 U S A Larry E Smith Institute of Culture and Communication East West Center 1777 East West Road Honolulu, Hawaii 96848 U S A	Pergamon Press	Pergamon Press Fairview Park Elmsford, New York 10523 U S A	Individuals $25 Institutions $45 (3 issues/yr)	Three submission copies, average 20 double-spaced typewritten pages; abstract required (100-250 words) on a separate sheet of paper; name, affiliation and address should be given on detachable cover page only. Manuscripts should follow a modified LSA style sheet; for further information contact editor or review editor	Refereed, 4 months before notification of decision; if accepted, 5-8 months before publication	Reviews are normally by invitation, however, unsolicited reviews will be seriously considered. Submit reviews to Peter H Lowenberg Dept of Linguistics Georgetown University Washington, D C 20057 U S A or S N Sridhar Dept of Linguistics State University of New York Stony Brook, New York 11794 U S A	Reports on conferences, projects and research in progress, book notices, listing of recent theses and dissertations	One thematic issue per year. Forthcoming: Second Language Acquisition and World Englishes; Asian Poetry in English; Pedagogical Grammars: Status and Resources; African Varieties of English: Status and Impact
World Language English English as a world language—varieties and development, the teaching and learning of EFL/ESL and allied matters. Readership: Teachers, teacher trainers, etc. in this field, and anyone interested in these topics	Dr W R Lee 16 Alexandra Gardens Hounslow, Middlesex England TW3 4HU	Pergamon Press Ltd	Pergamon Press, Inc Maxwell House Fairview Park Elmsford, New York 10523 U S A or Pergamon Press Ltd Headington Hill Hall Oxford OX3 0BW England	Individuals $20 U S Libraries, university departments, etc $40 U S (4 issues/yr)	One submission copy, average 1,650 words; abstract required. "Aims & Scope" stated in each issue; style sheet obtainable; summary of outline should be submitted first	Sometimes refereed, 1 month before notification of decision; if accepted, 1 month before publication	Unsolicited reviews are to be submitted to Mr Harley Stratton 6 Elmers Drive Kingston Road Teddington, Middlesex England	Answers to queries on use and usage, news items, announcements, Diogenes (a humorous section), Authors' Platform (extracts from recently published books, accompanied by problem based articles by the author)	Not yet

WRITE FROM THE START

by David M. Davidson and David Blot. 1984. Newbury House Publishers, Inc.,
Rowley, Massachusetts 01969, U.S.A. (x + 140 pp., $7.95).

Reviewed by John Petrimoulx
University of South Florida

Write from the Start is a beginning-level writing textbook based in part on principles of Charles Curran's Counseling-Learning/Community Language Learning (CLL) method of teaching languages. The authors identify these principles as the importance of the learning environment, the need for genuine communication among students, and the primacy of oral communication.

The text contains eight separate sections, five of which involve an oral activity followed by a writing exercise. The oral activities include questions and answers, role play, and telling stories. For example, the third oral activity in the first section, called "A Good Friend," involves asking a partner such questions as "What is your friend's name? How much does your friend weigh? Is your friend's complexion light or dark? Does your friend have a good sense of humor?"

The writing exercises initially direct students to write from a model paragraph, which is based on an oral question-and-answer activity (such as the one above). Students are quickly moved along to guided multiparagraph compositions based on a series of questions. In some cases the questions include several possible utterances that could occur in the given situation, while in others students must answer based only on their own experience or information. For example, the seventh activity in the first section, called "The Teacher," guides students to write a four-paragraph composition. The first paragraph is developed using these questions:

When your teacher comes to class, does he/she
say "hello" to everyone?
put his/her books on the desk?
take off his/her coat?
______________________________?

Does he/she tell the students
to get ready for class?
to hand in homework?
to stop talking?
to ___________________________?

Does he/she take attendance?

The subsequent sections offer different writing activities. "Filling In" is a section that requires students to complete missing parts of a composition. "Telling Stories" involves writing a story that explains a picture. As usual, the actual writing follows an oral activity, in this case the initial telling of a story from the picture in pairs or in a group. "Talking It Over" involves writing a dialogue based on a role play of a given situation, such as trying to cut in on a line at the supermarket.

The last quarter of the text contains cloze passages (mainly for verb-tense practice) and follow-up exercises for some passages which require students to provide questions for ready-made answers.

The main drawback to the activities in *Write from the Start* is the level of vocabulary. As the examples above show, from the very beginning, the questions students must ask require a level of lexical and structural sophistication that seems to be above the typical beginner's level. An instructor who is experienced in CLL methodology or a particularly resourceful and experienced teacher would be able to fill in the gaps in understanding, but the lack of strong contextualization for the printed word, apart from photographs that orient the student in a general way, could be disconcerting to some teachers and students. Furthermore, those students with very poor listening skills would have a hard time understanding the utterances (and distinguishing one from another) even after the meaning was made clear.

Another point worth noting is that the text is not sequenced into units or chapters that would easily fit a typical thirteen-to-fifteen-week academic semester. The first section, "Starting to Write," contains twenty-six separate guided writing exercises. The authors suggest devoting a third to a half semester to this first section. Presumably, students would have to write with little guidance at that point. For teachers responsible for tightly structured curricula, this text may serve better as a resource than as a main writing text. It would function well in situations where the length of semesters is not well defined or in settings where the student population is in a state of flux, such as some adult education programs. However, in the latter case, the problem of language complexity might again cause frustration for very low-level beginners.

Setting aside these probable problems, *Write from the Start* has several positive qualities. The variety of activities included in the text is a strength which many other writing texts lack. Students practice writing in a variety of modes. More importantly, student production is high, a goal some texts seem to neglect in favor of telling students how to write and making the composition the final objective of a long preparatory process (rather than a process in itself). The emphasis placed on asking questions is particularly appropriate for beginners. Finally, the fact that students are writing from their own and their classmates' experiences is the great motivational strength of this text (and of CLL). Learning to use language to communicate is the goal of our instruction; these activities are designed to involve the students immediately in real communication. In the process, they do much to enhance the classroom experience.

In summary, *Write from the Start* is a text that requires a certain amount of skill and experience on the part of the instructor and both good listening skills and adequate vocabulary on the part of the students. Given a teacher who is experienced and resourceful and a class which is able, this text could be a strong motivational tool to the rapid advancement of students in their oral and written skills.

About the reviewer: John Petrimoulx, who is an instructor in the International Language Institute at the University of South Florida in Tampa, has also taught at the North American Institute in Barcelona and at St. Michael's College in Vermont.

REVIEWS

Edited by Ronald D. Eckard, ***Western Kentucky University***

PLANNING AND ORGANIZING FOR MULTICULTURAL INSTRUCTION

by Gwendolyn C. Baker. 1983. Addison-Wesley Publishing Co.,
Reading, Massachusetts 01867, U.S.A. (xi + 260 pp., $10.85).

Reviewed by K. F. Chandor
Benjamin Franklin H.S.
New Orleans, Louisiana

Gwendolyn Baker begins by acknowledging the debt she owes to numerous consultants, professional academics and subject specialists who made generous contributions of ideas and materials for the eleven chapters of her text *Planning and Organizing for Multicultural Instruction.* Nevertheless, her own extensive practical teaching experience and qualifications undoubtedly enhance the resources of others that she has used.

The genesis of Baker's text lay in her frustration with having to teach a curriculum completely insensitive to the multicultural demands of her students, and with having to use outmoded instructional materials. The consequence of that frustration is a comprehensive manual filled with invaluable ideas, suggestions, model curricula and lessons—all of which are indispensable to the serious student, teacher, or administrator of multicultural education.

Once Baker has established her precise definitions and goals of multicultural education (Ch. I, pp. 4-5), she proceeds to elaborate on the responsibilities of schools and teachers toward the needs of ethnic groups of children (pp. 7-10), stressing the fact that multiethnic and multicultural education "have a common thrust," namely, to encompass "the educational and social needs of all students" (p. 11).

From her theses in Chapter I, the author follows with a logical discussion of the essential ingredients needed to implement multicultural education and how to prepare teachers to teach the diverse subject matter (Chs. II-III). Her recommendations that school districts should seek the expertise and involvement of parents, students and community leaders before establishing multicultural programs within their schools (p. 24) is a refreshing proposal—a procedure which, today, so many school boards of education neglect to do. But the author reserves her strongest proposals for the conclusion of her discussion: she delineates ten imperatives for teacher-training programs. Foremost among

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BOOK REVIEWS
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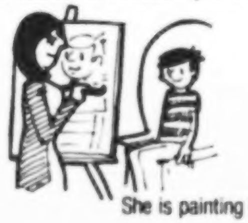

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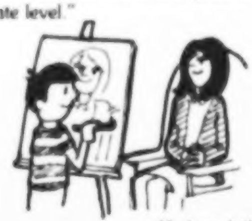

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MULTICULTURAL

Continued from page 23

these are that "Teachers need to understand the importance of language in culture and the implications bilingualism has for both learner and teacher," that they "should be familiar with a second language and the culture from which the language emanates" and, above all, that they "need experience that will encourage the development of positive attitudes about ethnic/cultural diversity" (p. 59). The importance she places upon the thorough preparation of teachers and selecting only those with sensitive attitudes and dedicated to the idea of multicultural education exemplifies the sincerity of her own democratic philosophy.

After a brief commentary on the development of multicultural curricula, including a model encompassing grades K-12 (Ch. 4), Baker goes on to suggest ways in which multicultural concepts can be implemented, by stages, into a traditional educational system. Her proposals for the total involvement of all departments of a school environment are not so much innovating as daring. She advocates, for example, that food services should "respond to the cultural eating patterns of the students" and even public announcements should be multilingual (Ch. 5, p. 82).

The core of Baker's work is contained in the second half of her work (Chs. 6-11). After a preliminary guide to preparing units (stressing the value and importance of teacher input and preparation) she continues with a series of teaching strategies for art, language arts, music, science and social studies. For the most part, these are filled with many original ideas and a varied selection of bibliographical references. However, her section on "masks" is too long (Ch. 7, pp. 136-46) and the resources listed for the advanced level of "language arts" and intermediate level "music" are too limited and/or repetitive (Ch. 8, pp. 152, 154 and 187).

Perhaps the most significant blemish in Baker's chapters on discipline strategies is her obvious bias in selecting a predominance of black artists, and numerous references to black literature, for illustration in her lesson units. Do poets Gwendolyn Brooks and Phillis Wheatley really give a broad view of multicultural lifestyles? Was black folk music the only dominant force in American culture? And was George Washington Carver such an eminent figure in the world of science? One can think of better representatives of cross-cultural writers (and subjects) whose perspectives ranged the spectrum of American heritage; Kate Chopin, Vachel Lindsay, John Woolman, Hamlin Garland, O'Henry and Longfellow, to name but a few.

Baker's chapter on "Teaching Strategies for Science" (pp. 204-27) is her most interesting. Her long introduction emphasizes the vital significance of science education in multicultural curricula: ". . . students can begin to think objectively about differences of all kinds and learn how to analyze and evaluate myths and stereotypes from an intelligent perspective. . . . The possibilities are endless for helping students understand the world in which they live" (Ch. 10, p. 204). She presents her best ideas when suggesting topics for discussion on skin color and hair texture, freckles, moles and spots (pp. 208-9), or on the origin of foods and students' selections of menus (p. 220), or why Chinese and Asian-Americans eat what they do (p. 225). Such a palatable chapter is misplaced: it would serve best as a logical and forceful conclusion to the book.

It is encouraging to find social studies included among Baker's choice of subjects for a multicultural curricula, for this discipline, in particular, usually presents most difficulties for Asian and Hispanic students. Finally, the author uses this last chapter to distinguish between immigrants and migrants (p. 250) and—almost as an afterthought—introduces the topic of Jews as a religious, cultural group, albeit a brief discussion. One senses a hurried conclusion—a token acknowledgment—in this final reference, and to the all-important question "What are the structural characteristics of the Native American family?" (p. 254).

Baker's method of subdividing each chapter into separate sections facilitates the reader's comprehension of it and focuses his attention upon specific priorities. To reinforce this comprehension, she introduces each chapter with a commentary on the points she intends to emphasize and summarizes its content in a short epilogue—a double bonus for the serious student or teacher of multicultural education. Throughout her work, she uses a straightforward, lucid style of writing, and we sense her talking to us rather than using formal, descriptive prose narrative. But there are occasional lapses into unnecessary "educationalese," some cumbersome vocabulary and awkward directives. We find, for example, "A multiethnic approach is essential for the actualization of a multicultural approach" (p. 11) and "With a city map, have each student identify and mark on the map, using a felt pen or other means of identification, the place he or she lives" (p. 243). There are, too, a number of amusing redundancies: "multiethnic education encompasses ethnic studies (the study of ethnicity)" (p. 11), and "filmstrips or slides that are multicultural will teach [children] about diversity" (p. 88) are two common examples. Perhaps the most prevalent fault in Baker's style is her continual use of repetitive colloquialisms: hence, we find, "*have* the students do" (p. 187), "*Have* the students list" (p. 200), "*have* the students volunteer" (p. 207), "*have* the class divide," "*have* the presentation put on" (p. 208), and so on. Should Baker's work be republished, then a more careful edited version is called for. Her last two chapters are filled with careless, grammatical errors (see especially pp. 213, 225-7, 232-3 and 252), printed without regard to accurate punctuation (especially p. 207), and—heaven forbid—containing several sentence fragments (pp. 226 and 252). It seems evident that they were hurried and, possibly, dictated. The final index is adequate, but far too lean for a manual of this magnitude. We find, also, at least one reference to an "inter*r*grated curriculum" (p. 257).

Despite the mistakes, the content of this book is comprehensive and full of innovating ideas. The author addresses her subject thoroughly and painstakingly and provides a wealth of information. In addition, she provides extensive recommendations for further study and research, the best of which include excellent bibliographies on physical disabilities (p. 213) and Jewish customs (p. 253). In future editions of her work, Baker would do well to enrich her subject by including current references to Indo-Chinese and Europeans cultures, both of which she presently ignores.

About the reviewer: Ken Chandor received his Ph.D. and ESL certification from Tulane University. He has been actively involved in ESL teaching and administration since 1960, both at the university and high-school levels, in Europe and the U.S. He is currently teaching in the "gifted" program at Benjamin Franklin High School in New Orleans.

AMERICAN PATTERNS

by Kenji Kitao et al. 1985. Addison-Wesley Publishing Company,
Reading, Massachusetts 01867 (160 pp., $8.00).

Reviewed by Connie Haskel
Glendale Community College

A major problem many ESL teachers encounter in reading instruction is the students' excessive use of dictionaries to translate word for word instead of trying to guess the meanings of words from context. It is often difficult trying to wean students away from their dependence upon dictionaries since this method of learning a foreign language may have been common practice in their native countries.

The authors of *American Patterns*, a reader for low intermediate/intermediate level ESL/EFL students, address this issue in the first chapter, "Reading Without a Dictionary." This chapter is one of four in the first unit, Orientations, which also includes Active Reading; The American Concept of Time; and The American Concept of Space.

From this initial orientation to American culture, the text proceeds through five units of four chapters each, dealing with People and Things, Native Americans, Poetry and Song, and Places to Visit. The material is well-written and presented in a manner which will stimulate the students to learn more about American culture while improving their reading skills.

Material for such interesting essays as "The Paper Bag," a short history of the development and use of the paper grocery bag, and a selection from an Ann Landers column are excerpted from newspapers. Other essays, such as "Adventure in Yellowstone Park" and "Cape Cod" describe activities at those tourist attractions; the imaginative use of advertisements for the Cape Cod selection contributes to its reader appeal.

Each reading section is concise, with the total number of words indicated at the end, for purposes of maintaining a Time Record Chart (at the end of the book) to assess the students' increase in reading speed. Whether students at the intermediate level should be concerned about increasing their reading speed is debatable; comprehension is of primary importance. However, the decision to use the Reading Speed Chart and the Time Record Chart is up to the individual teacher, who can assess what best meets the needs of the students in a particular ESL class.

New vocabulary is introduced at the end of each reading section, along with various exercises (comprehension and discussion questions, skimming and cloze exercises, writing practice, true/false questions, etc.). The variety and inventiveness of the exercises promote a high level of student interest and help to increase oral and writing skills in addition to reading skills.

Development of this book, like its predecessor *An American Sampler* by the same authors, was partially funded by the Japan Association of Language Teachers (JALT) research grants. The materal was extensively tested in Japan with high school and college students. The resulting text is a well-organized, creative contribution to any intermediate level ESL reading classroom.

About the reviewer: Connie Haskell, an ESL instructor at Glendale Community College (Adult Education Division) in Glendale, California, U.S.A., has also taught in Turkey and in Kenya.

KCET/Los Angeles TV Series Aim:

Teach Basic Communication in English

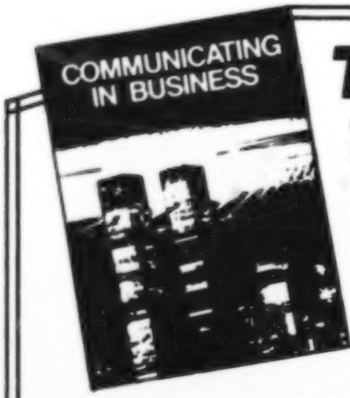
KCET/Los Angeles is currently developing a multi-part national television series designed to teach basic communication skills and literacy in American English, according to David Crippens, KCET vice president of national productions.

Current statistics reveal that one out of five Americans is lacking in these basic skills; in California, the figure is one out of four. KCET aims to address this widespread need through the powerful instructional medium of television.

Using a magazine format and entertaining story lines, the series will explore various aspects of American culture, while focusing on basic language and life-coping skills. Designed for audiences 15-years-old and above, the programs would be geared to the needs of school dropouts and native English speakers who are functionally illiterate, as well as limited-English speakers.

To maximize the impact of the television programs, KCET also plans to develop an extensive community outreach effort, and to produce a variety of ancillary materials, such as guides for teachers, students and viewers; and video and audio cassettes for use in the home, school and work place.

"This is a much-needed service KCET is providing," said Senator Gary Hart (D), chair of the Senate Education Committee and a long-time advocate of education by television and radio. "I've been supportive of English as a second language for the past four or five years, and I'm very excited about the project."



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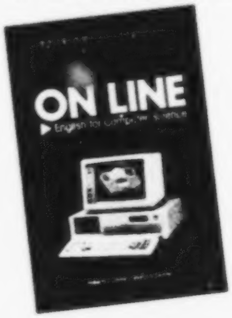

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Edited by **Richard Schreck**
Heidelberg College

COMPUTER SESSIONS: TESOL '85

by Elizabeth Hanson-Smith
California State University, Sacramento

Once again, computers provided a major motif of the annual TESOL Convention. The leitmotifs included how computers and CALL (computer-assisted language learning) were actually used in ES/FL classrooms, problems in creating, marketing and distributing appropriate CALL materials, and the still unresolved questions: are computers of value to the language teacher, and if so, how valuable?

First the good news: many ESL teachers have already put the computer to use in the classroom or as a class adjunct. Generally, teachers have discovered that the computer lab should look rather different from the traditional audio lab, i.e., instead of individual stations where students work quietly plugged into earphones, students are arranged in noisy groups around the hardware at spacious tables. Several presenters showed video-tapes or slides of this configuration (e.g., Spoor de Campos, described below). Computers are used primarily outside regular class or as an occasional activity; even in composition classes, such as those described by **Christine Parkhurst, Karen Price,** and **Jeleta Fryman,** "A computerized writing lab: reactions, problems, solutions," only every third class was held in the computer lab, although students could choose how much of the pre-writing and revising they wanted to do on paper, and could work at a terminal during open lab hours. Self-selection of computer use, by both students and teachers, seemed to be a basic principle, largely because space and hardware are limited at most institutions.

While computers are often seen as self-monitoring, self-correcting, unsupervised, and individualized, in fact, computers need people. A lab person with experience in the hardware and the software, though not necessarily ESL, should run the show, as Parkhurst, Price, and Fryman indicated. And the best uses of computers seem to be as starter activity or follow-up to other kinds of language activities and assignments.

Using CALL

A very wide range of students use CALL for an equally wide range of purposes. **Ronald Feare**, in the opening colloquium, "CALL: from research to application," described an interactive video-disc/computer program to teach appropriate conversational exchanges to Japanese businessmen; while **Cunera Spoor de Campos,** "Having fun with reading and the computer," displayed language games, used in enthusiastic groups of four, to reinforce vocabulary and recall of the Odyssey for elementary to high school students. She employed readily available templates like the game show format "Square Pairs," inserting her own vocabulary items and clues. Students also drew their own illustrations of important episodes in the epic with the Apple graphics options.

Because of the dearth of ESL software, and the pedagogic limitations of what is available, most teachers are adapting software designed for native speakers, using word and data processing programs for their own purposes (as in **Sue Smith's** "Computer spread sheets: a tool in ESL instruction"), or writing their own software using authoring languages or templates or their own programing skills. **Linda Lane** and **Susan Sklar,** "Selecting non-ESL software and creating support materials," provided an example of this typical approach. Long hours without institutional support are being devoted by such teachers to developing materials based on specific texts or materials used by themselves or fellow teachers.

Among examples of teacher-created software, **Irene Dutra** promoted the idea of CAI (computer-assisted instruction) that allowed for student discovery of language structures. Her presentation, "Hypothesis testing and problem-solving software for ESL students," mentioned a program she had written in which the computer transformed sentences generated by students into questions or into negative statements.

This approach appears similar to **Chris Harrison's** "Plurals," demonstrated at the Toronto TESOL in '83, in which the student tries to determine which rules for pluralization the computer knows. (See Higgins 1984 for more on discovery CALL.)

The same teacher creativity was highly visible in more specialized programs and approaches. **Peter Lafford** and **Carolyn Keith's** demonstration, "Computer-assisted vocational ESL: help for the LEP student," and their display at the Courseware Fare gave a glimpse of the versatile SuperPILOT authoring system in creating graphics displays with accompanying captions and explanations. **Debra Freeman,** "New uses of educational computing for handicapped bilingual students," indicated the potential of LOGO for LEP students with special needs.

The morning-long "CALL software fare: innovative directions in noncommercial software" gave us a minilab with teacher-authors demonstrating their creative efforts at a variety of keyboards. The Fare has helped establish a network for the exchange of software, either free or for a nominal fee. Contact Vance Stevens for more information.

Publishing Problems

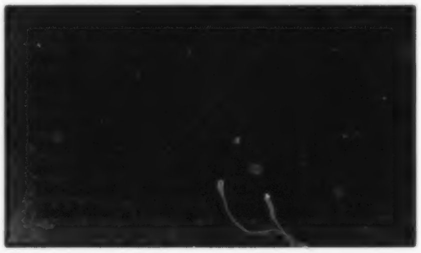
The increasingly widespread dissatisfaction of teachers with commercial programs, evinced by their increasing involvement in the production of their own software, was another leitmotif of many sessions.

The rap session Wednesday, "Is CALL courseware meeting the needs of language learners?" in fact focused on the cost, production, and distribution of software. Computer programing is a cottage industry, with the exception of the massive and expensive series put out by the bigger publishers, such as Regents, or the individual disks designed as electronic workbooks for established texts. Publishers won't risk development money or supply in-house programmers because (a) they aren't used to doing it with textbooks, and (b) copying is too cheap and easy for pirates.

Although a number of solutions were suggested—expensive boot disks and cheap student disks (a route taken by Advanced Learning Systems, the tiny independent publisher of "Ima Typer"), licensing (as with MECC), unit price breaks, etc.—no consensus was reached. A software clearinghouse is obviously needed, and as suggested above, seems to be getting underway, at least among teacher-authors.

Is It Worth It?

Even as teachers have thrown themselves into writing their own software, researchers are beginning to question the value of the computer. Does it enhance language learning, and learning of what sort? The CALL-IS academic session, "Making the new medium stick: a look at CALL," chaired by **Vance Stevens,** produced much soul-searching. A kind of disillusionment seems to have set in because CAI has not yet come up with a sure-fire winner. Students (and perhaps teachers, too) in their first contacts with computers, seem to expect, as revealed in an anecdote by **Joy Reid,** "Computer text-analysis in ESL composition: a research report," that the computer will be a magic bullet, or "super-teacher," as Reid called it, that would solve all their writing problems effortlessly. In Reid's study, the better students made better use of the computer than did the weaker students, as might be expected. Interestingly, only 39-40% of students found computer programs and lab work were "very useful." Good news for teachers; bad news for computers.

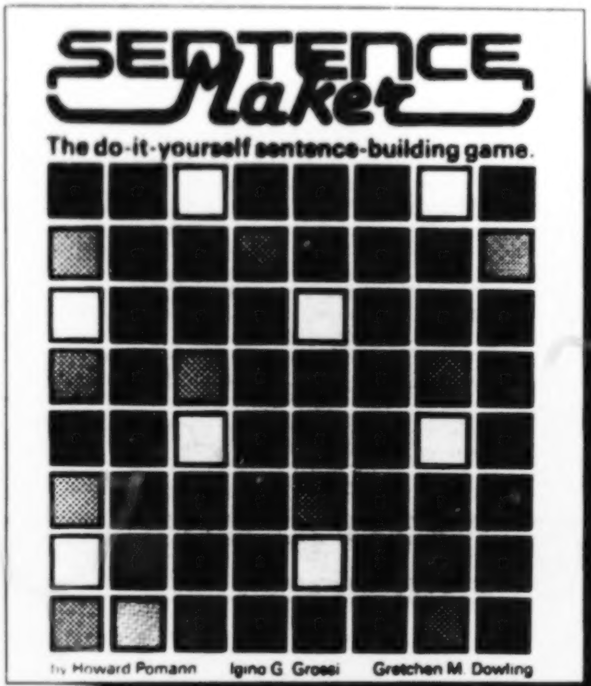


Catherine Doughty's carefully designed study of student use of various types of computer tutorials, "CAI based on individual learner strategies," seems to parallel Reid's findings: good students make better use of what teachers see as the computer's real potential. In Doughty's study, students were given a choice of answering a question on grammar either in multiple choice or cloze format, or of checking the applicable rule, seeing examples, or skipping to the next question. Generally, students took repeated guesses without looking at either rules or examples. However, better students might occasionally check the rule and go on to the next question without correcting their error.

Doughty did not mention whether further research might indicate neither "learner strategy" was particularly effective as a language learning device. Until we know more about how language learners learn, it will be difficult to determine what effect computers can have on language learning. (The "Research on learner strategies" colloquium seemed to confirm that the two worst sources of information about what goes on in learning and the classroom in general are teachers and students.)

Alison Piper, "The language generated among learners using CALL programs," also gave some cause for soberness. Video-recording students at work on three common programs, Piper found that most of the conversation generated in group computer work was short (word or phrase level) and repetitious either of the language on the screen or of other group members.

Continued on page 30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The ESL/EFL Specialists

AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison, *Snow College*

Upcoming TESOL Meetings

[illegible]

... Field Services Coordinator, TESOL, ... Georgetown University, Washington, D.C. 20057, U.S.A.

IN MEMORY OF DON A. FISCHER

Don A. Fischer died in Atlanta, Georgia on March 15, 1985. At Georgia Tech he was the associate academic administrator of the intensive courses in English for foreign students. From 1977 until his death, Dr. Fischer made significant contributions to international education in the Atlanta area through his many contacts with hundreds of foreign students in the intensive English program. He also provided much impetus in the initial organization of Georgia TESOL. His skills and leadership will be missed.

IN MEMORY OF MARGARET BLENCOWE

It is with great sorrow and a keen sense of loss that we recognize the death of Margaret Blencowe on January 3, 1985, in Princeton, New Jersey. At the time of her death Mrs. Blencowe was a doctoral student in English at Ball State University. A woman of great vitality and high spirits, Mrs. Blencowe brought to all who knew her a never-failing spring of entertaining and wide-range experiences. The Department of English is setting up a fund in Mrs. Blencowe's name through the Ball State University Foundation.

AZTESOL 1985 EDUCATOR OF THE YEAR

At the third Rocky Mountain Regional TESOL Conference in Tucson, Arizona, the AZTESOL 1985 Educator of the Year award was presented to **Nancy Mendoza**, of the Bilingual Education Division of the Arizona Department of Education. She was chosen in recognition of her devotion to providing quality bilingual and ESL instruction to Arizona students and for her hard work and support of the effort to establish both bilingual and ESL endorsement/certification for teachers in Arizona public schools. Congratulations, Nancy Mendoza!

WASHINGTON AREA TESOLers SUPPORT PUBLIC RADIO

As part of WATESOL's public relations efforts, fifteen WATESOLers, some wearing WATESOL t-shirts, volunteered their time for the **Spring Fundraising Marathon** of Washington D.C.'s public radio station, WETA-FM. Members, including TESOL Executive Board member Jodi Crandall, and WATESOL public relations committee members answered telephones, took pledges and ate pizza provided by the station. In return, WATESOL was mentioned on the air several times, thus increasing its recognition in the local community.

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627, U.S.A.

Petition for a New Interest Section for Materials Writers

"An interest section for materials writers? I'm surprised there isn't one in TESOL already." Those were typical sentiments of almost 200 people who signed a petition to form an interest section for materials writers at TESOL '85 in New York.

For the last few years, writers of learning materials have been active as a group in TESOL, sponsoring non-commercial colloquia and meeting to share common concerns. In Houston, the first two-afternoon colloquium on **Form and Function in Communicative Language Materials** was widely attended and a corps of writers committed themselves to continuing the dialogue.

In New York, an afternoon colloquium, devoted to **Introspect '85: TESOL Writers' Forum on Language Materials**, tackled such questions as (1) Can language learning be managed in sequential steps through materials? (2) What is the relationship between language materials and language-teaching methodologies? and (3) Can materials effectively embrace holistic communication, including form, function, and content?

These timely issues, selected from among many that are of interest to writers, teachers, editors, publishers, curriculum and syllabus planners, need to be seen in a disciplined and principled manner. The exchange of views on such issues relevant to the preparation of learning materials is the primary goal of a special interest group for materials writers. Another goal would be to view standards and award merit for outstanding contributions to the field.

By signing the petition in New York, TESOL members agreed that it is time that TESOL "take under consideration the formation of Interest Section for Materials Writers (and agree to) serve as our vehicle for exchange, enrichment, and development."

Of all those asked to sign the petition for a Writers' IS, only one expressed opposition, stating that TESOL already had enough ISs. But we counter that attitude with this assertion: we are a sizable constituency, and our major professional endeavor is not currently represented in the professional organization that we belong to and support. Furthermore, TESOL is a growing organization and its prosperity comes from the diversity of its members — members who are united in similar professional commitments but diverse in how they apply those commitments. As an organization that represents all of its members fairly, TESOL will thrive, and an IS for materials writers will help ensure growth and prosperity.

We as writers plan to take our petition through the appropriate channels, and we hope to be a bona fide IS in 1986. We plan to communicate with the members of the Executive Board and the chairs of the other interest sections in order to explain our cause. We would appreciate hearing from you. Contact any of us: Brian Abbs, 3 Burlington Gardens, London W4LT, England; Jean Bodman, 202 Buckingham Avenue, Trenton, New Jersey 08618, U.S.A.; Pam Breyer, Box 14, Holocong, Pennsylvania 18928, U.S.A.; Donald R.H. Byrd, 43 South Oxford Street, Brooklyn, New York 11217, U.S.A.; or Ingrid Freebairn, 24 Denbigh Road, Ealing, London W13, England.

by **Donald R.H. Byrd**
LaGuardia Community College, CUNY

ON LINE

Continued from page 27

Computer talk seldom rose to the higher levels of abstraction that would call for more sophisticated structures, such as *if*-clauses. She suggested using programs that require discussion, rather than assuming that students in groups in front of a screen will generate communication of a significant or complex order.

What the computer does best is crunch numbers: what it does worst is parse sentences. This seemed to be the message of two research sessions: Joy Reid's, mentioned above, and **Vivian Cook,** "Devoloping a computer parser for teaching English." The true magic bullet would be the microcomputer that could tell you if a sentence is not only well formed, but interesting aesthetically.

The Unspoken

Not mentioned or barely considered at CALL sessions were the following issues:

(1) Affective factors—teachers (can) care; no computer ever cares. SLA research seems to show that high motivation is created by affective factors, one highly significant element of which is the sympathy and understanding of the teacher and the students' identification with him/her (see Blatchford 1984). Affective motivation appears to be the area in which computers are least effective, once the novelty has worn off.

(2) Cultural factors may create negative attitudes toward computers, English users, and English-speaking cultures, or at least not spread understanding and tolerance. This element might be particularly true, for example, of native-speaker materials not adapted to ESL uses. Video or video-computer links may be an approach to explore cross-cultural issues. Certainly videotape, videodisc, and audio tape were evident in a variety of combinations both in teacher-generated materials and in publisher's exhibits.

(3) The video arcade, still used as the model for much CAI, is largely a pre-pubescent male teen activity. If language learning is at least partly cognitive, how much application does this fad, which seems to be fading, really have? And if Bruno Bettelheim (1981) is correct, treating learning as play or competition may in fact be a detriment to the learning process.

(4) If computers are best at handling cognitive factors and content or information, perhaps their most potent use (besides statistical analysis for researchers and word and data processing) resides in ESP—English for various academic purposes, vocational ESL, and computer assistance to the handicapped—rather than in direct language instruction. At this point, all the possibiities are still open, but short of the development of a true language parser, and short of the rescue of CAI from behaviorial conceptions of learning, we are apt to see the computer lab going the way of the audio lab, as John Underwood (1985) suggests it may.

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About the author: Elizabeth Hanson-Smith is director of the M.A. and Certificate TESOL Program at the California State University, Sacramento. She has served as consultant to The Asia Foundation and the Sri Lanka University Grants Commission (Ministry of Education).

AFFILIATE NEWS

Continued from page 29

HOW TO INCORPORATE A TESOL AFFILIATE SUCCESSFULLY

Southern Virginia Association of TESOL was facing the task of becoming incorporated. How to tackle the job!?

First of all, I contacted a lawyer who graciously assigned the task to his associate partner—Mr. Brenden Konouck—with no charge to our association. He was given our constitution in rough form and the *TESOL Leadership Handbook*, after which he set out to (1) adapt the constitution by-laws to corporate form and (2) draft the Articles of Incorporation. Since each affiliate must be incorporated under the laws of its own state, and Virginia provides for non-stock corporations, that easily allowed us to define our membership.

After receiving the certificate of incorporation from the State Corporation Commission, the officers and Mr. Konouck met for a standard organizational meeting to adopt the proposed set of by-laws for the Corporation and to elect officers for the Corporation. It was resolved that Mr. Konouck act as corporate agent for the corporation.

NEW EDITOR FOR CAROLINA TESOL

Carol Mundt was recently named the editor of the *Carolina TESOL News*. Her address is 7416 Shady Lane, Charlotte, North Carolina 28215, U.S.A. Congratulations and good luck, Carol Mundt!

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CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

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To celebrate the 25th anniversary of the appearance of Robert Lado's book *Language Testing* and John Carroll's seminal "Fundamental Considerations" article, and to mark the progress in the field over this period, four international language testing groups (ACROLT,* IUS,* *Language Testing*, and the AILA* Commission on Language Tests and Testing) are sponsoring a three-day **Language Testing Symposium** to take place in Kiryat Anavim, Israel, 11-13 May, 1986. Papers will be presented at the meeting by researchers in the field. For information, write to: Dr. Elana Shohamy, School of Education, Tel Aviv University, 69978 Ramat Aviv, Israel.

* ACROLT = Academic Committee for Research on Language Testing, a committee of the Israel Association for Applied Linguistics; IUS = International University Service; AILA = Applied International Linguistics Association

TEXTESOL V CALLS FOR PAPERS

TEXTESOL V announces its fall conference to be held on Saturday, October 12, 1985 at Sam Houston High School in Arlington, Texas. Conference theme: **Exploring, Sharing, and Learning.** Sessions will deal with teaching methods, curriculum, materials, research and theory for ESL - bilingual educators at all levels. Send abstracts by September 6 to Dr. Evelyn Black, Program Chair, Intensive English Language Institute, North Texas State University, Denton, Texas 76203, U.S.A. Telephone: (817) 565-2401.

LINGUISTIC THEORY AND SECOND LANGUAGE ACQUISITION CONFERENCE

This conference jointly sponsored by the Massachusetts Institute of Technology's Foreign Languages and Literatures and Linguistics Departments will be held October 25-27, 1985 at MIT. Invited papers and discussants to consider recent work in L. Acquisition developed in generative linguistics and related areas. Attendance is open to all. For more information write Suzanne Flynn, 14N-229C, MIT, Cambridge, Massachusetts 02139, U.S.A.

COTESOL FALL CONFERENCE

The ninth annual Colorado TESOL Fall Conference will be held on November 22 and 23 at the Denver Airport Hilton. Local presenters will join special speakers **Joan Morley**, first vice-president of TESOL **Mary Ann Christison**, author and TESOL Executive Board nominee, and **Lynn Sandstedt**, University of Northern Colorado professor. Further information, call: **Connie Shoemaker**, conference chairperson; **Jeanne Hind** or **Nancy Storer**, program chairpersons. Telephone: (303) 797-0100.

GALA INTERNATIONAL CONFERENCE IN THESSALONIKI

The fourth GALA (Greek Applied Linguistics Association) International Conference on **F.L.L. and Inter-Personal Tolerance and Understanding** will be held in Thessaloniki, from Sunday 15 through Sunday 22 December, 1985. Information from: The Applied Linguistics Association, Aristotle University of Thessaloniki, P.O. Box 52, Thessaloniki 540 06, Greece.

IATEFL Call for Papers for 1986

The Twentieth International Conference of the International Association of Teachers of English as a Foreign Language (IATEFL) will be held April 1-4 1986 at the Metropole Hotel, Brighton. Following the successful conference in 1985 attended by 850 participants, it has been decided not to offer any specific theme again as this leaves the conference sub-committee free to accept a wider range of contributions.

A speaker's proposal form is available from the IATEFL office and no contribution will be accepted unless submitted on this form. The form gives the various headings under which contributions may be offered and the following is a short explanatory note about each.

1. **Poster Presentations**. The contributor presents his/her ideas on a poster and during scheduled sessions stands in front of it and speaks on the subject and answers questions.
2. **Haiku Sessions**. People who have one very good idea to present that can be gotten across in 10 minutes or one minute.
3. **Traditional Talks/Lectures/Talk—Demonstrations.** 10 minute or 20 minutes or 30 minutes, according to the presenter's need plus discussion time.
4. **Experimental Workshops**. Here the presenter puts people through a set of exercises or activities, allowing reaction and discussion time.
5. **Creative Workshops**. In this format the leader does a brief warm-up and sets a minimal frame and then the content is supplied by the participants.
6. **Buzz Group Lecture**. The speaker speaks for 5-7 minutes and then asks the audience to work in small groups chewing over what s/he has said. S/he goes round eavesdropping. There may well be questions/statements from people in the audience. The speaker then speaks again for 5-7 minutes, etc. The lecturer really needs to know what s/he is talking about to use this technique.
7. **Debate**. Here you have the proposer and seconder and opposer and seconder.
8. **Specific Interest Group**. A group of people who may wish to plan and conduct a session, e.g. on computer assisted language learning, Medical English, the Wessex Teachers Group, etc.

Note: All speakers must be IATEFL members (individual or institutional). They will also be required to pay a registration fee.

Ask for the Speaker's Proposal Form by writing to: IATEFL Conference Sub-Committee, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent, England CT5 2DJ. The deadline for submissions is 30th November, 1985. Selections will be made by 10th January, 1986.

ATESL CALL FOR PAPERS AT NAFSA CONFERENCE

The ATESL section of the National Association for Foreign Student Affairs invites persons wishing to present papers or workshops at the 1986 NAFSA Conference (May 11-14 in San Antonio, Texas) to submit abstracts. By September 30, 1985 send four copies of a 200-word typewritten abstract to: Joy Reid, Intensive English Program, Colorado State University, 01 Old Economics Building, Ft. Collins, Colorado 80523, U.S.A.

CALL: LANGUAGE TESTING COLLOQUIUM

The eighth annual Language Testing Research Colloquium will be held on February 28 and March 1 in Monterey, California, just prior to the 1986 TESOL Convention. The colloquium will be sponsored jointly by the Defense Language Institute (DLI) and the Monterey Institute of International Studies. A special workshop on testing the receptive skills will be hosted by DLI on Thursday, February 27.

The dual themes of this colloquium will be **Technology and Measurement Scales in Language Testing**. The word "technology" refers to the use of computer hardware and software in the assessment of second language skills but may also involve the use of computers to carry out new methods of test analysis as well as the use of other types of hardware. The term "measurement scales" refers to the processes, rationales and practical experiences of applying specified criteria for assigning ratings to language data. Preference will be given to papers related to these themes.

Researchers interested in presenting a paper should submit four copies of a 250-400 word abstract (two copies with name, affiliation, address and phone number in the upper right-hand corner) by October 15 to: **Kathleen M. Bailey**, TESOL Program, Monterey IIS, 425 Van Buren St., Monterey, CA 93940, U.S.A.

1986 CONFERENCE ON URBAN BILINGUALISM

Urban Bilingualism: Adult Immigrants in a University Setting is the title of a three-day conference slated for June 27-29, 1986. Co-sponsored by the Linguistic Society of America and two units of the City University of New York (CUNY) — the Graduate School and Hostos Community College, the conference will take place during the 1986 LSA Summer Institute at the CUNY Graduate Center.

Despite the increasing numbers of an adult bilingual population at CUNY, relatively little is known about the first language maintenance, second language acquisition, and the social and cognitive dynamics of these adults.

By providing an international forum on adult bilingualism, a worldwide issue, the conference will (1) foster dialogue between senior and junior researchers and educators who regularly deal with the population, (2) derive applications from current research studies, and (3) more importantly, establish an agenda for needed research. In addition to faculty within CUNY, the following participants outside of CUNY have agreed to participate: Roger Anderson (University of California at Los Angeles), Richard Duran (University of California at Santa Barbara), Alison d'Anglejan (University of Montreal), Joshua Fishman (Yeshiva University), Shirley Brice Heath (Stanford University), Wolfgang Klein (Max-Planck-Institute, Nijmegen), Shana Poplack (University of Ottawa), John Schumann (University of California at Los Angeles), and Walt Wolfram (Center for Applied Linguistics).

For further information, contact the co-chairs of the Planning Committee on Urban Bilingualism: Donald R.H. Byrd or Rosemary Benedetto, Ph.D. Program in Linguistics, CUNY Graduate School, 33 West 42 Street, New York, NY 10036, U.S.A.

Continued on page 35

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Plenary Sessions

____01* Broadway Comes to TESOL: A Panel Discussion — Stephen Aaron, Ossie Davis, Ruby Dee & Muriel Costa-Greenspon
____02 What's Difficult in Listening Comprehension?-Gillian Brown
____03 ESL Teachers as Language Advocates for Children-Courtney Cazden
____05 The Power of Reading-Stephen Krashen

A Taste of Poetry

____06 Diana Chang: Reading from her poems, stories & essays
____07 Eric Larsen: Reading from his short stories

General Relevance

____08 Listening Comprehension: Not Just for Beginners-John Boyd & Mary Ann Boyd
____09 You're Kidding!-John Fanselow
____10 Choice, Super Choice & No Choice-Alan Maley
____11* An Integrated Model of Language & Content Learning-Bernard Mohan
____12 The Unnatural Approach: Language Learning in Poland-Dennis Muchisky
____13* Language Difference or Language Deficit: ESL or Special Education?-Jim Cummins

Adult Education

____14* Monday 1990: Adult ESL in Five Years-Nick Kremer, Dennis Terdy, Nancy Smith, Wayne W. Haverson, K. Lynn Savage & Bill Bliss
____15 Research & Practice in Teaching of English Pronunciation-Martha C. Pennington, Edith Madden & Judy B. Gilbert
____16 Standard English: The Only Target for Nonnative Speakers?-Lynn M. Goldstein
____17 Language Proficiency & Immigrant Adjustment: A Social Psychological View-Amy L. Sonka
____18* Teaching the Writing Process-Lucy McCormick Calkins, Martha Clark Cummings & Aida Montero

Computer Assisted Language Learning

____20* Making the New Medium Stick: A Look at CALL-Vance Stevens, Roger Kenner, Joel Bloch, Kathryn Hall Allahyari, Charlie Lewis, Donald J. Loritz & David Wyatt

English for Foreign Students in English-Speaking Countries

____21* EAP as ESP: Some Intensive English Program Perspectives-Deborah Marino, Frederick Jenks, Janet Funston, John Thaxton & Vicki Bergman
____22 Cross-cultural Barriers to Teaching ESL to Japanese Businessmen-Joyce Y. Freundlich
____23 Comparing Needs of East Asian Students in US Universities-Christine Meloni
____24 Learner Training: Preparation for Learner Autonomy-Barbara Sinclair & Gail Ellis

TESOL in Elementary Schools

____25* Through Many Looking Glasses: Evaluating Bilingual/ESL Programs-George P. De George & Gerald E. DeMauro
____26 ESL Reading Instruction Before Oral Fluency? Naturally-Emylin Penner Brown
____27 "You Stopped Too Soon:" Composing in L2 Children-Carole Urzua

ESL in Higher Education

____28* Linking ESL Courses with Content Courses: The Adjunct Model-Marguerite Ann Snow & Donna Brinton
____29 Teaching American Literature to Advanced ESL Students-Nancy Lane Fleming
____31 Listening to Write: New Ways to Create Prose-Jack Kimball
____32 The Missing Link: Connecting Journals to Academic Writing-Lauren Vanett & Donna Jurich
____33 Reading: Language Processing, Information Processing and the Metaprocess-Jean Zukowski/Faust

Program Administration

____34* Administrative Concerns in ESL-Shirley Wright, Joyce M. Biagini, Roberta Kanarick, Scott Murbach, Frank Pialorsi, Linda S. Smith & Julie Weissman
____35 Relating ESL to University Course Work: Enhancing Articulation-David Eskey, Cheryl Kraft & Richard Lacy
____36* Approaches to Teacher Training in the Developing World-Martin Parrott

(See other side)

Refugee Concerns

____37* Coordinating Refugee ESL with Other Services-Julia Lakey Gage, Autumn Keltner, Carol Smalley, Inaam Mansoor & Jenise Rowekamp
____38 Bringing the Real World into the VESL Classroom-Aliza Becker, Rose Jones, Lisa Karimer & Catherine Porter
____39 Listening & Speaking: An Integrated Approach to Literacy-Rick Short & Judy Langelier
____40 How Effective are Volunteer ESL Tutors?-Peter Skaer
____41* Language Policy for Indochinese Refugees: A Study in Frustration-James W. Tollefson

Research

____42 Assessing the Relative Precision of Selected ESL Subtests-Harold S. Madsen & Jerry W. Larson
____43 Experimental Creation of a Pidgin Language-John H. Schumann & Susan Schnell

Secondary Schools

____44* New Wave Rock Music-Linda Ann Kunz
____45 Cross-age Tutoring in the ESL Program-Bryann Benson & Lydia Stack
____46* An Integrated Approach to Teaching & Testing Communications Skills-Gale Duque, Betse Esber & Ivor Delve
____47 A Fully Integrated Program for LEP High School Students-Lucille Grieco & Miriam C. Lykke
____48* Issues & Methods for Teaching Standard English to Dialect Speakers-Sandra L. Terrell & Lise Winer
____49 Black English Vernacular: An Examination of Pedagogical Mishandling-Sybil Ishman
____50 Nativized Englishes: New Issues in Communicative Competence-Peter H. Lowenberg
____51 The English Past Tense in the Jamaican Creole Classroom-Velma Pollard

Teacher Education

____52* Serving the Mainstream Teacher-Dorothy S. Messerschmitt, Mary Ashworth, Thomas Bye & David Hemphill
____53 Problems, Prescriptions & Paradoxes in Second Language Training-Mark A. Clarke & Sandra Silberstein
____54 Teaching & Learning Styles of ESL Student Teachers-Christine Uber Grosse
____55 Teacher Education for TESOL: Flexibility & Distance Learning-William R. Lee
____56 Distance Training for Inservice EFL Teachers: An Experiment-Tim Lowe

Teaching English Abroad

____57* Teach English? Can, Lah! The Status of Regional Englishes-Joseph Lieberman, Liz Hamp-Lyons, Larry Smith
____58 Adapting English Language Material for Maximum Comprehension-Harlene Berry
____59 Communicative Activities in the Classroom-Raul Billini
____60 Designing EFL Programs for Business & Industry-David A. Hough
____61 ESL-EFL Personnel Abroad: An Exercise in Cross-Cultural Communication-Bhaskaran Nayar
____62 Enhancing Learning for Hearing Impaired Students-Richard K. LeRoy
____63 A Study of Sign Language Among Young Deaf Children-Michael A. Strong
____64 Content-Focused Use of Dialogue Journals-Margaret Walworth & Jana Staton

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JOB NOTICES

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less.** Address and equal opportunity employer/affirmative action (EOE/AA) statement may be excluded from the word count. Type **double space**: first state name of institution and location (city, state/country); include address and telephone number last. **Do not use any abbreviations** except for academic degrees. Send **two** copies to: Alice H. Osman, *TN* Editor, 370 Riverside Drive, New York, NY 10025, U.S.A. If copy requires clarification, the Editor will call collect. Please note: no tear sheets are sent for free ads.

A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5") size is strongly encouraged. For rates, please write or call Aaron Berman, TESOL Development & Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A.

See page 2 for deadlines. Late job notices accepted provided there is space. Call *TN* Editor (212) 663-5819 or (718) 626-8546.

University of Hawaii, ESL Department. Tenure-track associate or full professorship beginning August, 1986, pending position availability. Major instructional interests in either ESL methodology or language anaylsis, plus excellence in research and teaching. Minimum qualifications: Associate—Ph.D. or equivalent; TESOL experience; experience in a graduate program; quality publication record; Professor—above plus five years at associate or full rank. Salary range: Associate—$24,682 to $37,536; Full—$31,428 to $48,348. Send letter of application, vitae, names of references to: Chair, Department of ESL, University of Hawaii, Honolulu, Hawaii 96822, U.S.A. Closing date: December 1, 1985 or when filled. Applications from women and members of minority groups are encouraged.

University of Hawaii. ESL Department. Graduate assistantship, AY 86-87, starting in August. Qualifications: acceptance into M.A. program in ESL, good academic standing, experience in ESL/EFL teaching. Foreign applicants: TOEFL score over 600 and enrolled for at least one semester. Duties: 20 hours a week in any of the following areas: teaching in the English Language Institute, serve as course or research assistant. Minimum salary: $5676 per annum, in 12 monthly installments, plus tuition waiver. Submit completed forms and all supporting documents by February 1, 1986 to: ESL Department, University of Hawaii, Honolulu, Hawaii 96822, U.S.A.

The Experiment in International Living is seeking applicants for ESL teacher supervisor for its refugee camp programs in Panat Nikhom, Thailand and Galang, Indonesia. ESL teacher supervisors provide training to Thai and Indonesian ESL teachers in theory and methodology and supervise the implementation of competency-based ESL curriculum for refugees resettling in the USA. Qualifications: sustained teacher training and supervising experience, ESL classroom experience overseas, graduate degree in ESL or equivalent, proven ability to work in a team atmosphere in challenging conditions. Salary: $15,500/year plus major benefits. Starting Date: immediate openings both sites. To apply, send current resume to: Mr. Peter Falion, Projects and Grants, EIL, Brattleboro, Vermont 05301. (802) 257-4628. AA/EOE. U.S.A.

Houston, Texas. ESL instructors needed for an ESL language institute. Requirements: M.A. in TESOL or applied linguistics—also foreign language education with TESL specialization. Two or more years teaching experience in ESL preferred but will consider recent M.A. graduate. Salary: part-time $10 per hr., full-time $15,000 to $17,000 annually. Applications taken all year. Send complete resume to: Director, The Institute of English, 2650 Fountainview, Suite 225, Houston, Texas 77057, U.S.A.

Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at the programs in Riyadh and Taif. Please direct inquiries to: Robert Ventre Associates, Inc. 10 Ferry Wharf, Newburyport, Massachusetts 01950, U.S.A. Telephone (617) 462-2550.

ROKA Language Training Department, Sungnam City, Korea. The Republic of Korea Army Administration School, near Seoul, seeks experienced ESL teachers for an intensive ESL program for career officers starting January 4, 1986. Salary: ₩1,400,000 monthly. Other benefits: furnished two-bedroom apartment, utilities, R/T air ticket, two-week vacation, eight days sick leave. Medical insurance available. One-year contract renewable. Send current resume (including telephone number) and photo to: Col. Min Pyung Sik, Director, ROKA Language Training Department, P.O. Box 2, Chang Gok Dong, Sungnam City, Kyonggi Do, 130-19, Korea. Telephone: Seoul 543-9611.

ANNOUNCEMENTS

Continued from page 31

SECOND BINATIONAL CONFERENCE ON LIBRARIES OF THE CALIFORNIAS: CALEXICO, CALIFORNIA, USA AND MEXICALI, BAJA CALIFORNIA, MEXICO

This conference will be on October 11-12, 1985. It is sponsored by the California State Library with the cooperation of the San Diego State University-Imperial Valley Campus, Universidad Autónoma de Baja California and Centro de Enseñanza Técnica y Superior (CETYS).

The objectives are to increase the understanding of library and information services for the Spanish-speaking population of the U.S./Mexico border region and to promote cooperation among all types of libraries in the California/Baja California border region.

For more information, contact: Dr. Reynaldo Ayala, Director, Institute for Border Studies, San Diego State University-Imperial Valley Campus, 720 Heber, Calexico, California 92231, U.S.A., Telephone: (619) 357-3721.

CAROLINA TESOL BI-STATE CONFERENCE

Greensboro, North Carolina will be the site and **Earl Stevick** the keynote speaker for the **1985 Carolina TESOL Bi-state Conference.** The conference will be held on October 28th at the new Greensboro Sheraton concurrently with the Foreign Language Association of North Carolina Conference. Coordinated scheduling will allow attendance at the sessions of the classics and foreign language associations as well as those of TESOL. For more information write to: Bill Isler, 315 1/2 Tate Street Greensboro, North Carolina 27403, U.S.A., or call him at (919) 272-6528 in the evening.

ANNUAL ATESL CONFERENCE

The Alberta Teachers of English as a Second Language will meet on October 26-28, 1985 at the Banff Centre, Banff, Alberta, Canada. Invited speakers include **Christopher Candlin** on Negotiated Curriculum, **Margaret Dennis** on Adult Learning Styles, **Ronald Sumuda** on Intercultural Assessment, and **Strini Reddy**, the president of TESL Canada. For more information call Sally Thompson at the Alberta Vocational Centre in Calgary: (403) 297-4901.

CONFERENCE ON MICROCOMPUTERS AND BASIC SKILLS

A conference on Microcomputers and Basic Skills in College will be held November 22-24, 1985 at the Vista International Hotel, New York City. More information from Geoffrey Akst, Conference Chair, Instructional Resource Center, Officer of Academic Affairs, C.U.N.Y., 535 East 80th Street, New York, NY 10021, U.S.A. Telephone: (212) 794-5425.

FIRST SOUTHEASTERN U.S. REGIONAL TESOL CONFERENCE

The first *Southeastern U.S. Regional TESOL Conference* will be held in the Urban Life Conference Center of Georgia State University in Atlanta, Georgia, October 24-26, 1985. The first day will include local exhibits and visits to Atlanta area ESL and multicultural educational programs. On October 25 there will be plenary addresses by **Joan Morley**, the first vice president of TESOL, and **Sarah Hudelson**, associate chair of the ESOL in Elementary Education Interest Section. For further information and/or preregistration packets, contact: D. Scott Enright, Department of Early Childhood Education, Georgia State University, University Plaza, Atlanta, Georgia 30303, U.S.A. Telephone: (404) 658-2584.

JOBS IN JAPAN TO BE UPDATED

John Wharton, author of *Jobs in Japan*, is soliciting the comments and advice of native-speaker English instructors who are now or recently were teaching in Japan. Readers of the book are generally unfamiliar with life in Japan so any insights or tips useful to the newcomer to Japan (as well as personal anecdotes) would be much appreciated. Because the book is available internationally, EFL teachers of all nationalities are urged to submit their contributions in written or spoken (cassette tape) form by October 1 to The Global Press, 2239 E. Colfax Avenue, #302, Denver, Colorado 80206 U.S.A.

UPDATE OF TEACHER PREPARATION PROGRAMS DIRECTORY

TESOL is sponsoring a revision of the *Directory of Teacher Preparation Programs in TESOL in the United States*, listing American college and university teacher preparation programs leading to a degree or certificate in TESL/TEFL. The purpose of the directory is to provide basic information about different universities' programs to prospective entrants into our profession. We want to include all American institutions that offer degrees in TESL/TEFL. If you know of institutions that are not listed in the 1981-84 directory, please let us know where they are and whom we can contact for further information: Julia Frank-McNeil, TESOL Publications, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A. The deadline is October 15, 1985.

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NIE to Establish Center for Language Education and Research

The National Institute of Education (NIE), through its Division of Learning and Development, has funded a contract to establish a Center for Bilingual Research and Second Language Education. This center, to be known as the Center for Language Education and Research (CLEAR), has a mandate from NIE to conduct basic and applied research relevant to the education of limited English proficient students and foreign language students.

We, the staff of CLEAR, believe that TESOL members will find much of our work relevant to your concerns, and we plan to contribute regularly to the *TESOL Newsletter* to keep you informed of our activities. Your comments, suggestions, and reactions will be welcomed—we urge you to let us know what you think!

Located at the University of California, Los Angeles (UCLA), CLEAR also has branches at the Center for Applied Linguistics (CAL) in Washington, D.C., Yale University, and the University of California, Santa Barbara. Our director is Amado M. Padilla, professor of psychology at UCLA, and he is joined by associate directors Russell N. Campbell (director, TESL/Applied Linguistics Program, UCLA) and G. Richard Tucker (president, Center for Applied Linguistics) in providing the leadership for the center.

CLEAR is committed to assisting non-native speakers of English to develop the highest degree of proficiency in understanding, speaking, reading, and writing English. We believe as well that English-speaking individuals should have an opportunity to develop an ability to understand, speak, read, and write a second language. Developing a language-competent society should be among our nation's highest educational priorities, and researchers and practitioners who work within the domain of educational linguistics can play an active role. To work toward this goal, CLEAR will unite researchers from education, linguistics, psychology, anthropology, and sociology with practitioners, parents, and community agencies. We are collaborating, for example, with numerous school districts, including systems in Los Angeles, Santa Ana, San Diego, and Culver City, California; San Antonio, Texas; Arlington, Virginia; and Hartford and New Haven, Connecticut.

To carry out its mandate, CLEAR is integrating components focused on research, instructional improvement, community involvement, and dissemination. Its research projects will address issues related to:

- academic skill development in reading, writing, and mathematics for language minority children;
- cognitive and problem-solving strategies in academic tasks;
- metalinguistic skills in language acquisition including transfer of knowledge across linguistic systems;
- foreign language instruction and program assessment;
- foreign language and mother tongue attrition;
- programs that jointly meet the needs of linguistic minority and majority students.

As these studies progress, we will keep you informed about emerging results.

Activities aimed at improving instruction for bilingual students and foreign language

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Learner Strategies

by Anita L. Wenden
York College, CUNY

Give a man a fish and he eats for a day. Teach him how to fish and he eats for a life time.
An ancient proverb

The following is a mental problem borrowed from Morton Hunt's *The Universe Within*. Your task will be to find the solution and note down what you do to find it.

> If four days before tomorrow is Thursday, what is three days after yesterday?

According to Hunt, to find the answer you will have gone through a series of mental steps—naming, counting, reasoning. And if you have applied them correctly, you will have determined that the answer is Tuesday. In other words, the point of this mental exercise has been to highlight an already well-known fact—that there are two dimensions to problem solving and other kinds of thinking and learning: the process (how we go about it) and the product (the outcome of our endeavors).

Learner strategies is a term that refers to the process of learning. Underlying the research that is being done in this area is a view of the second language learner that has been influenced by the "cognitive revolution" in psychology. From this viewpoint, the learner is seen as an "active, self-determining individual who processes information in complex, often idiosyncratic ways that rarely can be predicted entirely in advance . . . (Weinstein et al. 1979). The purpose of the research, therefore, is to discover what "active, self-determining" learners do to help themselves learn a second language. This is done, primarily, by examining what second language learners tell us about their language learning through some form of verbal report (e.g., semi-structured interviews, questionnaires,

Continued on page 4

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The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1500 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the editors in charge of those pages. Affiliate and Interest Section News: *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; Book Reviews: *Ronald Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; International Exchange: *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 9DP*, Scotland; It Works: *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; On Line: *Richard Schreck, University of Maryland, University College, College Park, Maryland 20742*; Miniscules: *Howard Sage, 730 Greenwich Street (4-H), New York, NY 10014*; Standard Bearer (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: December 15th for the February *TN*

President's Note to the Members

The organization which comes a close second to TESOL in claiming my affection and spare time is Children's International Summer Villages.

Founded in 1951 by Dr. Doris Twitchell Allen, Professor Emeritus of Psychology at the University of Cincinnati, CISV's original aim was to foster international understanding among children aged 11-an age at which children already bear the stamp of their culture but are also still prepared to greet each other with minimal prejudice. While the initial focus on 11-year-olds has expanded to include their older siblings, parents and the wider community, including local and national businesses and governments, the basic premise remains the same: that peace in the world is possible only if individuals and the groups to which they belong learn to live with each other as friends.

The headquarters of CISV are in Newcastle-upon-Tyne, England, and there are now chapters in over 80 countries. Governed by an elected international Board of Directors, CISV holds an annual meeting in a different country each year to which all CISV members are invited and at which the policies for and the directions of the organization are examined and, if necessary, revised.

Every year, 30-40 gatherings of 11-year-olds are sponsored by various CISV chapters. Each of these issues a dozen or so invitations to participating countries to send four 11-year-olds (two girls and two boys) together with one adult leader (21 or over) to be part of a Village in the host country. Each also invites four to six countries to send a junior counsellor (16-18 years old) and appoints a camp staff of about five.

The costs of the Village are borne by the host chapter, with the sending chapter covering the travelling expensess of delegates. Seventy individuals representing about 16 countries, thus, gather together in a camp atmosphere for a month. They get to know each other, participate in social and intellectual activities, confront—and hopefully resolve—value conflicts and have lots of fun.

From a TESOL perspective, CISV is particularly interesting because the official language of most of the camps is English. What this means is that the adult leaders and junior counsellors must be able to speak both the language of their delegation or country and English; the camp staff is also expected to speak English. The 11-year-olds, however, may be monolingual in their native tongue. In 1983, Matthew, my son, spent a month in Brazil as a member of the Canadian delegation to the São Paulo chapter's Village. After the first few days, the fact that the leaders spoke English was apparently unimportant. The 48 children created their own language—one no doubt designed primarily to exclude the leaders or at least to make their presence during important communications unnecessary! Matthew reported that the new language consisted of key vocabulary items relating to things around the camp and stages in the day in Portuguese, some basic verbs and function words in English and a lot of gestures and drawings. Not every subtlety could be communicated through this particular macaronic but it was clear from his recounting of events and descriptions of individuals that a great deal of communication did indeed take place. What a gold-mine for child second language acquisition researchers!

Apart from the Villages themselves, there are regular activities in each country for a wider age range. Local and national meetings are held for 10-20 year-old CISVers to get together to develop skills in cooperation and conflict resolution and to discuss world issues. For the 13-17 age range, there are also international interchanges in which 10 young people from one country travel together and stay with the same number of families in the host country for about three weeks during one year, the 10 young hosts returning the following year to visit their guests' families. For the 17-20 age range, there are seminar camps, occasionally with a community work project attached, where young adults can gather to discuss issues at a more advanced level.

I have just spent the last five days as camp cook at one of the Canadian national meetings. 125 young people from our various chapters came together to make new friends or renew old acquaintances along the lines I have described. It was quite a challenge to provide nutritious, low-cost yet appealing meals that would open palates—not to mention minds—to the good things that the people around the world have created.

It was exciting, too, to see such a wide range cooperating in each activity. Given the typical organization of schools these days, it is common to hear that the 15-year-olds will not be seen dead talking to the 13-year-olds and that the only possible reason for a boy and girl to be talking together is within the context of a dating relationship. In CISV the younger children talk freely with the older ones, knowing that they will be listened and responded to. And the camp activities are designed to encourage a wide range of relationships between girls and girls, boys and boys and girls and boys.

The financing of CISV is complex, like most other large organizations. It comes from a combination of individual memberships, community and business involvement, the occasional government grant and, as with TESOL, an essential base of volunteer labour. In most chapters, the children who are chosen to go to the Villages are subsidized. It is not, therefore, only the already privileged who get a chance to broaden even further their cultural horizons. Considerable attention is also paid to helping developing countries send children, junior counsellors and seminar participants to gatherings so that there is more than a strengthening of existing ties between the rich and powerful nations.

CISV has enriched my life and the lives of both my children. It is a fascinating complement to my TESOL involvement.

JEAN HANDSCOMBE

Center Established

Continued from page 1

learners will be conducted through an integrated program of:

- professional development for practitioners;
- materials development and evaluation;
- development and assessment of interlocking bilingual programs and curricula.

In addition to the directors, key staff members of CLEAR include: Evelyn Hatch, Kathryn J. Lindholm, Mary McGroarty, Marguerite Ann Snow, and Concepcion Valadez, UCLA; Donna Christian, John Clark, JoAnn Crandall and Rebecca Oxford, CAL; Kenji Hakuta, Yale; and Richard Duran, University of California at Santa Barbara. A number of individuals have also agreed to provide consultation during CLEAR's initial stages, including: Shirley Brice Heath (professor of education, Stanford University), Sadae Iwataki (supervisor, Adult ESL, Los Angeles Unified School District), Courtney Cazden (professor of education, Harvard University), Guillermo Lopez (director, Educational Personnel Development, California Department of Education), Barry McLaughlin (professor of psychology, University of California, Santa Cruz), and Rudolph Troike (director, Bilingual and Multicultural Education, University of Illinois). Consistent with CLEAR's philosophy, however, research and dissemination efforts will be shaped by input and consultation from numerous sources, including educational practitioners and administrators, community agencies, parents, and professional organizations. We hope that we can count TESOL and its members among those who provide this essential input.

We are currently developing a mailing list for the center. If you would like to receive information about CLEAR's work and its publications, please send your name and mailing address to: Ms. Barbara Avery, Administrative Assistant, Center for Language Education and Research, Department of Psychology, University of California, Los Angeles, California 90024, U.S.A.

From the Central Office

Further endorsements of TESOL's "Statement of Core Standards of Language and Professional Preparation Programs" received include:

English for Foreign Students
Dept. of the Arts and Humanities Division
Houston Community College
Houston, Texas U.S.A.

English Language Center
Texas Christian University
Fort Worth, Texas

English Language Institute
American University
Washington, D.C. U.S.A.

English Language Institute
Bradford College
Bradford, Massachusetts U.S.A.

Sacred Heart Education Center
Washington, D.C. U.S.A.

Community Services
Northern Virginia Community College
Alexandria, Virginia U.S.A.

Developmental Studies
Northern Virginia Community College
Alexandria, Virginia U.S.A.

English as a Second Language Program
Northern Virginia Community College
Annadale, Virginia U.S.A.

ESL Department
Bunker Hill Community College
Boston, Massachusetts U.S.A.

Bilingual Vocational Instructor Training Program
Houston Community College System
Houston, Texas U.S.A.

Alexandria City Public Schools
Alexandria, Virginia U.S.A.

For additional information regarding these Core Standards please refer to *TESOL Newsletter* April, 1985, "The Standard Bearer" and *TESOL Newsletter* August, 1985, "Endorsements of TESOL's Standards for Language and Professional Programs" or contact Susan Bayley at the Central Office: TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.

IN MEMORIAM
IAN C. GERTSBAIN

Ian C. Gertsbain

On July 19, TESOL lost a good friend. Victim of a traffic accident, Ian Gertsbain died in Beijing, People's Republic of China, where he was working for the China/Canada Human Resources Training Program.

Ian was born in Toronto in 1944. He was educated at the University of Toronto and at Concordia University in Montreal. For 14 years he had taught ESL at George Brown College in Toronto and last January had been appointed to their Staff Development Program. Ian also taught in the TESL teacher-training program at the Faculty of Education, University of Toronto. This was Ian's second professional visit to China. Four years ago, he spent five months teaching ESL at Sichuan University and since then had been eager to return for a longer stay.

Ian was a concerned TESL professional outside of the classroom. He was a past president of TESL Ontario and had been active in TESL Canada. He also served TESOL well. He was local co-chair for the TESOL Convention in Toronto in 1983 and a member of the Planning Committee for the TESOL Summer Institute of that same year. TESOL recognized his dedication by nominating him as a candidate for the Executive Board in 1982 and as second vice-president in 1983.

Some of us have lost a dear friend, all of us have lost someone who cared deeply about what we do and worked very hard to make our profession a better, fairer one—and also more fun. We will miss his enthusiasm, his energy, his generosity, his gentleness and, above all, his unique sense of joy.

Carlos Yorio

TESOL Service Helps Members Cope with Disabilities

The Group Disability Income Plan, an exclusive TESOL service now available to members and their spouses under age 60, can provide $500 a month in tax-free disability benefits payable for up to five full years of continuous disability.

During the Special Enrollment Period, which ends December 1, 1985, members will be offered one month of coverage for one dollar. After the first month, the premium will be billed at the regular group rate.

In addition to this one dollar offer, normal eligiblity requirements for coverage will be waived in favor of a more liberal acceptance policy that guarantees qualified applicants disability insurance. If members and/or their spouses have been actively working full-time for the past 90 days and have not been hospitalized in the past six months, they will be guaranteed acceptance until December 1, 1985.

Monthly payments under the plan begin on the 31st day of a covered disability and continue for up to five years for accident-related disabilities and up to one year for sickness-related disabilities. Since all benefits are paid in addition to Social Security, Worker's Compensation and other disability payments received, the 30-day-waiting period ties in with short-term payments while reducing the cost of coverage.

Another factor contributing to the plan's affordability is the mass buying power TESOL has by joining other organizations co-sponsoring this plan. The group premiums offered to members and their spouses are 30 percent to 50 percent lower than premiums for individual plans paying the same benefits.

Members will be mailed their enrollment materials containing complete details on how to apply for coverage for $1 for the first month. For more information, members can contact the TESOL Insurance Administrator: Albert H. Wohlers & Co., TESOL Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068, U.S.A.

TESOL PR Committee Receives Charges

The Public Relations Committee, a newly formed ad hoc committee of TESOL (1984), is charged with three tasks:

Charge No. 1. 21st anniversary of TESOL. The twenty-first birthday of TESOL is approaching, 1987 to be exact. The committee has been asked to prepare an agenda and a set of recommendations for the coming of age celebration of TESOL in order to commemorate this most important milestone.

Charge No. 2. A TESOL pamphlet or brochure. A second task is to prepare a brochure or pamphlet that can be distributed widely, particularly to those who may have little notion of what TESOL (or any of the other TESOL-related acronyms) stands for. Such a pamphlet or brochure is seen to have usefulness both outside the U.S. as well as within if it could give people and organizations a succinct explanation of just what TESOL is.

Charge No. 3. Help determine what the most

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Learner Strategies

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diaries). To a lesser extent, learners have also been observed as they perform language learning tasks.

In the literature, strategies have been referred to as "language learning behaviors," "steps, routines, procedures," "conscious enterprises," "potentially conscious plans," "tactics," "cognitive abilities," and "learning skills." These different terms point to some of the questions about the definition of a strategy that have not been answered, e.g., Are they general plans of action or specific techniques applied in particular situations? Are all strategies used deliberately? Are some used automatically, below consciousness? Are they learned? Or are they part of our mental "hardware"? Are they distinct from mental processes?

These theoretical issues are beyond the scope of this article. Rather, excerpts from verbal reports together with some of the analyzed findings will be presented to answer more practical questions. (1) What prompts second language learners to use strategies? (2) Why should second language teachers take them into account? What is their significance?

Why Do L2 Learners Use Strategies?

The following excerpts are from an interview with Miguel, a young Spanish economist.[1] In his account he refers to four kinds of strategies: cognitive, communication, global practice, and metacognitive.[2]

> . . . . I spent ten weeks in England. I lived with a family . . . It's the best way if you're accepted as part of the family and don't live with other students . . . we spoke at dinner time, while watching TV . . . Speaking was easy . . . At school I looked for words to build up short sentences to communicate; (When we talked) . . . I practiced what I learned at school . . . You never know what you are learning at a specific moment. Sometimes I tried (to use) what I learned at school—sometimes not . . . I did not think first before speaking. I tried to build a logical structure—I used words the landlord used. He understood me—I used many explanations and drawings. But I knew I made mistakes . . .
>
> TV is useful . . . actions speak clearly; vocabulary is simple; news is repeated; actions represent the meaning of speech . . . first I hear a word with no meaning; then I hear it again and I understand . . . My problem was understanding . . . I couldn't hear how the sounds were different. I couldn't hear the grammar structures . . . but I (had) learned them before . . .
>
> I read the papers daily . . . I learned a lot. I used pictures and headlines. I read about news in Spain. I guessed the meaning of sentences by using verbs and a few words I knew . . . I decided not to use a Spanish-English dictionary. Reading the paper was very useful . . . When I left England, I had made the first step . . . I had made my first contact . . . I knew the basic structure and vocabulary. Three years later, I decided to go to Berkeley . . .

• Cognitive Strategies

In the above excerpt, Miguel explains how he was able to understand what he read—he used pictures, and headlines; read about news in Spain (already familiar material); used verbs and the few words he knew. These are cognitive strategies. L2 learners have reported using cognitive strategies for four different reasons.

1. **To focus attention on certain aspects of incoming information.** Miguel does not report using strategies for this purpose. However, other language learners I have interviewed described how they listen or observe selectively. For example, they listened for certain sounds, paid attention to how others used a particular word, looked for the context in which a particular word is used, and looked at the shape of the mouth.

2. **To make "input comprehensible."** Miguel looked at actions on TV; he read headlines, verbs, and pictures. He guessed the meaning of what he heard and read by using clues that were provided in each situation. Rubin (1983) refers to this type of cognitive strategy as *inductive inferencing* and lists other clues, used by language learners she observed and/or interviewed, e.g., key words, intonation, conversational sequence, parts of words, and topic and context of discourse.

Besides inferring meaning from clues, language learners may simply try to get more information about an unknown item by asking. Miguel did not report using this strategy. However, for Laszlo, a Hungarian immigrant, this was the "only way to learn." He said, "Whenever I didn't understand anything, I asked, I inquired and they explained . . . I was not ashamed to ask." He reported asking about colloquial expressions—everyday English—for he had studied very formal English. However, other language learners have asked (1) how to use a word (2) how it differs from another word or expression (3) what it means in their native language. Or, if they think they know the meaning, they may simply try to verify their understanding. They restate, paraphrase, repeat, or use the item of concern and ask for feedback. Rubin refers to this type of cognitive strategy as clarification/verification.

In her summary of the research on successful language learners, Omaggio (1978) says they "constantly look for patterns, classifying schema, and rule-governed relationships." In other words, language learners do not only try to figure out how their second language works in specific situations. They also seek to discover general rules of language use that are used in a variety of situations. On the basis of her research Rubin noted that to do this, learners use *deductive reasoning*, as when they (1) compare languages they know; (2) use analogies; (3) look for similarities.

3. **To retain or store for future use what they have understood.** In research conducted with graduate students, community college students and three groups of Army recruits possessing either a high school diploma, a general education diploma or no diploma, Weinstein and her colleagues (1979:50) noted what these L1 students did to store information. (1) They repeated over and over again what they wanted to remember. (2) They made some sort of an association, e.g., focusing on its physical properties, such as spelling patterns; linking it to a mental picture or to something they already knew. (3) They categorized the material according to commonly shared characteristics.

4. **To develop facility in the use of what they have learned.** Miguel did this by trying to use what he learned at school in his conversations with the landlord. Laszlo would "build up a sentence" in his mind with words or expressions he asked about. Other learners may simply repeat a word or sound to develop facility in its use. Rubin refers to this category of cognitive strategy as *practice* strategies, and as the examples suggest, it is a kind of focused practice.

Sometimes language learners cannot easily recall words they want to use. Faerch and Kasper (1983) refer to research which identified what learners reported doing in this type of situation. Either they waited for the term to appear or tried to remember it by using some association. For example, these learners (1) said out loud words with similar meanings (2) thought of a word in their TL that was somewhat the same in form or sound as the word they couldn't remember (e.g., remember the French "sol" by thinking of English "soil"); (3) remembered a situation where the word was used or written; (4) used sensory procedures (e.g., stare hard at the floor to find a word for "ground").

• Communication Strategies

To be able to converse with his landlord, Miguel looked for words he needed at school; he used words his landlord had used and made many explanations and drawings. These are communication strategies. They are used when learners experience a gap in their linguistic repertoire. They wish to say something but find that they do not have the linguistic means to do so.

Tarone (1981) and Faerch & Kasper (1983) have described strategies learners may choose to deal with this problem. Here are some examples. They may begin to express an idea but abandon the attempt half way; or they may decide to

Continued on next page

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[1] See Wenden 1986-forthcoming for a description of the study.

[2] A similar type of framework for describing learner strategies was first used in Rubin 1983.

Learner Strategies

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avoid all risk and change the topic of conversation. Alternately, they may decide to expand their communicative resources by borrowing from their native language. Either they may translate (a strategy Miguel rejected when he decided not to use a Spanish-English dictionary) or they simply use a word from their native language without bothering to translate. They may also simply work with their existing knowledge of their second language and "make explanations" as Miguel did—describing the object or action he could not name. Or, as Tarone has noted, they may invent a new word (e.g., using airball for balloon) or use a word which bears a semantic relationship to the desired item (e.g., Laszlo reported how his practice strategies helped words become "stabilized in his mind"). Finally, learners can ask some one to tell them what to say, or as Miguel did when he drew pictures, use non-linguistic means.

- **Global Practice Strategies**

Miguel chose to live with a British family; he developed a close relationship with them—conversing over dinner and while watching TV. He also said he read the newspaper. These are global practice strategies.

Unlike cognitive and communication strategies, global practice strategies do not focus on specific aspects of language to be learned or used to communicate. Rather they illustrate how language learners utilize resources in their social environment to create opportunities to learn and to develop facility in the use of their second language. Rubin has referred to them as "opportunities to practice." However, in contrast to the focused practice referred to earlier in the discussion of cognitive strategies, these activities provide for open ended practice and so I have referred to them as global practice strategies.

Learners I have interviewed referred to using the following types of resources for global practice: people (people on the street, in bus lines, special friends, casual friends, children); living arrangements (family, single friend, campus dorm); media (TV, radio); classes (in their second language; a third language; related to professional or personal interests); routine activities (shopping, post office); leisure time interests (swimming, flying lessons, parties); work (interacting with clients, reading documents).

- **Metacognitive Strategies**

Learners use metacognitive strategies to oversee, regulate or self-direct their language learning. Cognitive developmental literature (e.g., Brown 1978) usually refers to three main functions of metacognitive strategies—planning, monitoring, and checking outcomes.

Planning. In his account Miguel said he decided not to use a Spanish-English dictionary; he chose to live with a British family and three years after his experience in England, decided to go to Berkeley to continue his learning of English. This is one aspect of planning—making decisions about the resources and strategies one will use to learn. In some cases, this may include rejecting long time-favorite but ineffective strategies. The student accounts I have analyzed to determine why or when learners are likely to make such decisions revealed the following triggering factors: (1) a special need or interest, (2) challenge or advice from friends, and (3) positive or negative feedback related to a specific instance of language use.

Learners also need to look ahead to determine what they want to learn and how well they want to learn it. They need to set objectives and determine standards they will use to evaluate achievement (e.g., ". . . in a short time, I wanted to learn a very large quantity of knowledge;" "I want to be bilingual—to know the differences between Italian and English;" "I want to speak correctly and fluently—to understand exactly."). Most of the L2 learners I interviewed also referred to having prioritized some objective at one point in their language learning history. Some indicated that they had made special efforts to speak or understand better, read faster, learn to write. Others had concentrated on trying to think in English, expand their vocabulary, clarify their understanding of grammar. Others, yet, referred to nonlinguistic objectives, such as acquiring confidence and adjusting.

Monitoring. Miguel knew he made mistakes when conversing with his landlord. Referring to his "listening" problem, he admitted that he "couldn't hear the grammar structures" although he knew he "had learned them before." These statements suggest that Miguel monitors his performance to determine how he's doing. Unlike planning strategies that anticipate, monitoring strategies are used to oversee what is actually "online."

Brown (1978) describes research that illustrates the complexity of the decision-making that is involved in monitoring. In the case of a second language learner who is monitoring his understanding of a college lecture, for example, this would mean determining (1) whether or not he understands, (2) what he does not understand, (3) why he does not understand, (4) whether he knows enough to understand a particular speaker and/or topic and (5) whether it is easier for him to understand now than it was a month ago.

Second language learners also need to monitor their language-learning process in a more general way for obstacles or problems that inhibit learning. The feelings evoked by a particular situation are an example of such problems. These feelings also have to be managed. Referring to how he felt when his friends corrected his mistakes, Laszlo said:

> . . . that's not a good feeling to know how little I know . . . it gave me power, it gave me energy to get over these difficulties and at the same time it was despairing . . . how much I have to learn but usually it gave me an energy and a motivation to work (with) these problems . . .

Checking outcomes. When L2 learners "check outcomes," they are concerned with the product or result of their efforts to learn and/or use their second language. Implicit in such an evaluation is the learner's purpose for using a particular strategy and a decision about its utility. Miguel said that he learned a lot by reading the newspaper. He noted that his landlord understood him when he used many explanations and drawings. When he left England, he was satisfied because he had learned some basic English.

Other second language learners might wonder if living with a family has made them more fluent; if their stack of vocabulary cards has really helped them broaden their range of recognizable and usable words; if looking up key words before a lecture improves their level of understanding. Answers to these questions are sought and answered by using metacognitive strategies that check or evaluate outcomes.

What Is the Significance of Learner Strategies?

1. **Learner strategies are the key to learner autonomy.** Implicit in these descriptions of why strategies are used are some of the problems that learners may need to resolve as they manage or self-direct their second language learning, e.g., How does this grammar structure work? What does this word mean? How can I remember it? What do I say if I want to apologize? Complain? How can I get people to understand my meaning? What can I do to get more practice? Should I concentrate on my pronunciation? Try to improve my writing skills? Did I understand correctly? Express myself exactly? Is this something I should know? Be able to say? Has this language course helped me? Self-reports of second language learners have demonstrated that learner strategies are techniques used to deal with these problems. In other words, they are the means or the tools that enable learners to take on responsibility for their own language learning—to become autonomous.

2. **One of the goals of L2 training should be the facilitating of learner autonomy.** The idea of helping L2 learners become autonomous takes the notion of "facilitating language learning" one step further. So far, classroom implementation of this latter objective has focused on methods and materials that allow learners to deal with the affective, motivational, and

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PR Committee

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pressing PR needs of TESOL and of its various constituent groups are, e.g., its Interest Sections, Affiliates, etc. What publicity is needed, both within TESOL and outside of TESOL?

TESOL members are invited to write to the chair of the Public Relations Committee to state their views, present their ideas, or to ask questions about one or more of the above mentioned charges and to volunteer to be on this committee. Responses will be organized and reviewed by the PR Committee when it meets at the TESOL '86 convention in Anaheim, California, March 3-8, 1986. A response date of January 1st has been set although letters after that date will also be welcome. Write to: Curtis W. Hayes, Chair, TESOL Public Relations Committee, c/o Bicultural-Bilingual Studies, University of Texas at San Antonio, San Antonio, Texas 78285, U.S.A.

TN's Topical Issues

Listening Issue Coming in December

If teaching listening is an area of vital interest to you currently, look for the December issue of the *TESOL Newsletter.*

Teaching English Internationally in April 1986

An issue with a focus on teaching English internationally is scheduled for April 1986. Contributions for this issue are still being sought and those from outside of English-speaking countries are especially welcome. The deadline is December 10, 1985.

Teaching Reading in August 1986

Articles about teaching reading to ESL or EFL students at any program level are sought for the August 1986 issue. The deadline for manuscripts is April 15, 1986.

All manuscripts must be typed double-spaced and should not exceed six pages. Send four copies to Alice H. Osman, Editor, *TESOL Newsletter* (see address on page 1). For the preparation of the manuscript, ask the editor for guidelines or follow those in recent December issues of the *TESOL Quarterly*. Please note that manuscripts cannot be returned.

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Learner Strategies

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social-cultural factors that may inhibit learning. Teachers have also learned to substitute teacher centered activities with group activities so that learners may participate more actively and learn from one another. Facilitating the development of learner autonomy takes these efforts one step further by helping L2 learners develop a repertoire of strategies that will enable them to deal with their own learning needs and problems once a language course is over.

Essential to the success of any activities directed toward the development of learner autonomy, however, is the commitment of L2 learners themselves to this goal. Certainly, in the case of adult language learners, it is not that they don't want to be autonomous. For insights from adult learning theorists place autonomy as one of the main goals of adult striving and activity throughout the life cycle. Nor is it that they cannot learn independently. In fact, according to Brookfield (1984) research in adult self-directed learning (in areas other than L2 learning) has been the "chief growth area in the field of adult education research in the last decade" demonstrating the propensity and capacity of adults to engage in purposeful learning outside formal institutions.

However, their previous experience learning a second language together with long-acquired beliefs about classroom learning in general may lead some L2 learners to expect to play a more passive role. They may believe that L2 learning is teacher dependent. They may also believe that it is classroom dependent. It may not have occurred to them that they should or need to learn on their own. Said Hideko, a young Japanese student, "From the first, I had planned to attend an English program, so I thought that maybe gradually I would improve, so I did not do anything special . . ." (In fact, it was not until a year and a half later, when she realized her fluency in the spoken language had not improved, that she decided she ought to make "special efforts.") Further supported by the urgency of the need which leads an adult to enroll in a formal course, this is a belief that can result in resistance to classroom activities directed toward developing learning competence. Therefore, one prerequisite for autonomy on the part of the learner is an awareness of the need to complement exposure and formal classroom learning with independent learning activities *and* an acceptance of the more active role that this implies.

A second attitudinal obstacle to learner autonomy can be learners' belief that they *cannot* learn on their own. Referring to college freshmen he has worked with, Schoenfeld (1982) has noted that many enter the classroom completely unaware that they can observe, evaluate and change their own cognitive behavior. It is, he says, as if their minds were independent entities and they passive spectators of its activities. It has not occurred to them that they might be able to be actively involved in their own learning. These freshman were native English speakers. However, the same belief can also typify classes of L2 learners. Thus, another prerequisite for learner autonomy is an appreciation by learners of their potential ability to learn together with the belief that one can develop, utilize and control this ability.

3. **Learner strategies are a source of insight into the difficulties of unsuccessful L2 learners.** Why is it that some language learners can speak and understand with facility but have difficulty with the written language or vice versa? Why is it that others just never progress beyond certain levels of proficiency?

Findings of research of good and poor learners in L1 and L2 suggest that strategies should also be taken into account (together with other learner characteristics) as we try to understand and help resolve the difficulties of apparently unsuccessful learners. For example, interviews conducted with adult language learners who successfully learned several languages (cf. Omaggio 1978) revealed that these language learners had developed and used the types of strategies described here. Reading research in L1 (cf. Pearson 1984) has also shown that successful readers are able to use metacognitive strategies to monitor and evaluate their reading process to a greater degree and more efficiently than poor readers. They also have a better understanding of the nature of the reading process. Training studies conducted with learning-disabled children (cf. Wong 1982) has further demonstrated the importance of knowing about and using strategies. Once appropriately trained, these children have been able to use strategies to raise their level of performance to that of untrained but normal learning adults in performing certain academic tasks. One of the notions that has emerged from these studies is that ineffective learners are inactive learners. Their apparent inability to learn is, in fact, due to their not having an appropriate repertoire of learning strategies.

4. **Teachers should become attuned to their students' learning strategies.** To determine to what extent their L2 students' language difficulties are, in fact, due to a limited or inappropriately applied repertoire of strategies, teachers will need to become sensitive to how their students approach the task of language learning and to the beliefs they hold about it. This can be done informally by becoming more alert to opportunities to observe students as they complete the tasks assigned them in the classroom and to the comments they may make when they come for help with a particular language problem (for example) or during conferences and class discussions. However such informal means of diagnosis will hardly be sufficient for a thorough and effective assessment of learning problems. So, as I have written in more detail elsewhere (forthcoming 1985), it will be necessary for teachers to develop procedures for systematically assessing the sophistication of their students' strategies as they relate to various aspects of language learning and language use.

Conclusion

What, then, are the implications of findings from learner strategy research for second language teachers? The wisdom of the ancient proverb (credited to Marcus Aurelius) should be taken seriously. Learners must learn how to do for themselves what teachers typically do for them in the classroom. Our endeavors to help them improve their language skills must be complemented by an equally systematic approach to helping them develop and refine their learning skills. Learner training should be integrated with language training.

About the author: Anita L. Wenden is assistant professor of ESL at York College, CUNY, where she coordinates the ESL program for college students. She is involved in the development and testing of materials for learner training and in researching metacognition in second language learning. She is also currently teaching the course, *Facilitating Autonomy in Second Language Learners*, in the M.A. program in TESOL at Teachers College, Columbia University.

Note: Comments and questions related to the ideas presented here should be sent to the author at 97-37 63rd Road (#15E), Forest Hills North, NY 11374, U.S.A.

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ACROLT Report:

Language Testing Bias: Focus on the Test-Taker

by **Andrew D. Cohen** and **Elana Shohamy**
Hebrew University *Tel Aviv University*

The sixth meeting of the Academic Committee for Research on Language Testing (ACROLT) took place on May 15-17, 1985 in Kiryat Anavim, near Jerusalem. About 25 invited scholars from Israel and abroad participated in the meeting which had the theme of: **Bias in Language Testing—Focus on the Test Taker**. The fifteen presentations all related to this theme. The co-chairs of ACROLT, **Elana Shohamy**, **Andrew Cohen**, and **Bernard Spolsky**, organized this meeting, which received financial support from the British Council and benefited from the participation of **Ian Seaton**, the English Language Officer in Israel, and three British guests, **Alan Davies** (University of Edinburgh), **Arthur Hughes** and **Don Porter** (University of Reading and co-editors of *Language Testing*).

Alan Davies led off the meeting with a wide-ranging discussion of a number of issues of relevance to language testing bias. His main point was that there is an unescapable lack of precision in language testing; thus, there is a need to use multiple scores from different tests. This does not change the reality that grades are imprecise, but it does allow for a more accurate assessment of the behavior under consideration. He also put in a plea for richer information concerning the respondents, including formative information.

Bernard Spolsky (Bar-Ilan University) then presented a paper detailing four sources of test bias—in the elicitation of performance, in the performance itself, in judgments about the performance, and in the interpretation of these judgments. He noted that bias can sometimes be a positive phenomenon, such as when one wishes to introduce intentional weighting in favor of certain types of respondents. Spolsky concluded by pointing out that any search for an unbiased test would be misguided since there is no such thing. Spolsky joined Davies in recommending the use of more than one test to assess language behavior.

David Nevo (Tel-Aviv University) identified ten sources of test bias at school: lack of clarity as to the instructional objectives, a test focus different from the content and process of instruction, the extent to which a score measures effort or attainment, the extent to which a score measures the cognitive domain or the affective domain, the use of a composite (mean) score, teachers' lack of confidence in criteria used for scoring, the use of test scores to motivate students to study, the use of test scores as a means of control, the use of test scores to evaluate teacher effectiveness, and teachers' lack of training in testing. He then focused on the first two: bias in the instructional objectives and in the content of instruction. Nevo presented findings from high-achieving and low-achieving high school students, wherein writing tasks were varied according to the nature of the task (academic vs. expressive vs. practical writing). They all dealt with a common topic (an ecological problem). It was found that the low-achieving classes performed better on the practical and expressive tasks than on the academic one. The academic task results correlated more highly with teacher grades.

Several papers focused primarily on bias in testing reading comprehension. **Gissi Sarig** (doctoral student, Hebrew University) detailed the many possible sources of bias in reading comprehension tests as a means of explaining the imprecision that exists in such tests. She referred to "relative-equality testing" as opposed to "absolute-equality testing." It was noted that the uses of unavoidably biased reading tests is ultimately a socio-political issue. A specific source of bias in reading comprehension tests can be the method of testing. **Claire Gordon** (Tel-Aviv University) presented preliminary results of an M.A. thesis which dealt with the effect of the testing method on the score that students obtain in reading comprehension. She conducted qualitative investigation of the strategies that students use in answering multiple-choice as opposed to open-ended questions, and in answering questions in Hebrew (L1) rather than in English. She compared the strategy use of weaker vs. stronger 10th-grade EFL students. **Joan Abarbanel** (Tel-Aviv University) presented joint work with **Marsha Bensoussan**, also concerning bias in the methods of testing reading comprehension, using both open-ended questions and translation. Sources of error were found to be quite different for the two testing methods. Problems in using translation as a means of testing emerged from the discussion of the findings. Finally, **Joel Walters** (Bar-Ilan University) discussed the design of reading comprehension tasks that would tap thinking processes more effectively than current measures. He then presented several measures aimed at tapping thinking processes, including a task involving a series of rating scales. His work is currently at an experimental stage.

Andrew Cohen (Hebrew University) dealt with bias in the testing of writing. He presented the findings of a survey with 217 college native-language and second-language writers, which indicated that students rating themselves as poorer learners in general and poorer writers in particular were not as well versed at handling teacher feedback on their papers as were the self-rated better learners/writers. This form of bias was identified as bias in the students' interpretation of the teacher's interpretation of their work.

Test-taker characteristics were also a focus of attention at the meeting. **Thea Reves** (Ministry of Education and Bar-Ilan University) investigated the perception of the personality of the test taker by a tester in several oral communicative tasks. The testers' perceptions were compared to teacher's rating of the student's personality. Test takers were perceived as having somewhat different personalities than those indicated by the teachers, and these varied according to the task. **Don Porter** (University of Reading) presented the results of a study assessing the effects of the interviewer's and interviewee's sex on the outcomes of an EFL oral interview. In this case, Arab men performed better with a male interviewer than with a female one. The discussion that followed the presentation highlighted the need for a theoretical basis that is wide enough to include the rival explanations for the perceived findings. In this case the results could be due to factors in the interviewer (e.g., perceived status, authority, sex), in the interviewee (e.g., country of origin, sex,), in the interaction of the two, or in the perception of what transpired in the interview.

Nelson Berkoff (Hebrew University) reported on a small-scale study with university EFL students, calling for both self-assessment on a reading comprehension test and self-marking several days later. Students were also asked to identify and evaluate the test-taking strategies that they used. Students' self-appraisal was compared with the teacher's mark. For the fair and the good students, self-appraisal was similar to teacher's rating. For the weak students, initial self-assessment was higher than subsequent self-marking, and both were higher than teacher marks. The main finding with respect to bias in self-assessment was that tasks calling for self-appraisal may produce inaccurate results among certain students. In this case, the weaker ones over-estimated their abilities.

The meeting ended with two presentations from representatives of the National Institute for Testing and Evaluation. **Isabel Berman** presented evidence documenting most convincingly that the same test items can have quite different performance profiles with groups of test takers of different national backgrounds. **Yoav Cohen** gave a talk on Item Response Theory, clarifying differences between a one-, a two-, and a three-parameter model.

By the close of the meeting there was a general consensus that test bias is unavoidable. Hence, test constructors and test administrators need to be aware of this reality and to take precautions so as to minimize such bias in test construction and administration. There is also a need to acknowledge obvious and potential sources of bias when analyzing and reporting test results.

The next ACROLT meeting will be an international meeting with the German Interuniversitare Sprachtestgruppe, the International Association for Applied Linguistics' (AILA) Commission on Language Testing, and the journal *Language Testing*. It is entitled "Language Testing + 25," and celebrates the 25 years of language testing since **Robert Lado** wrote his classic book and **John Carroll** his seminal article in the field. Both scholars will be guests of honor at the meeting, which will take place May 11-13, 1986 at Kiryat Anavim, Israel. For information, write to Dr. Elana Shohamy, School of Education, Tel Aviv University, 66978 Ramat Aviv, Israel.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.

REVIEWS

Edited by Ronald D. Eckard
Western Kentucky University

EVEN IF YOU CAN'T CARRY A TUNE

by Polly Merdinger and Joel Rosenfeld, 1984. Newbury House Publishers
Rowley, Massachusetts 01969. (vi + 99 pp., $7.95; cassette, $5.95.)

Reviewed by Stratton Ray
LaGuardia Community College, CUNY

You can use the combination song book and grammar book with upper-level beginning and intermediate students, even if — as the title has it — you can't carry a tune: the book can be used with the students listening to the songs rather than singing them (though a number of students in the class will probably sing along anyway.) The book consists of ten popular songs with listening tasks, grammar explanations and exercises, discussion and writing topics. Each of the songs is used to present a particular grammatical structure. An inexpensive cassette tape with all the songs is available.

One or two questions leap to the mind of a teacher who is thinking of having his or her students buy such a book for classroom use: *Do I really want to put all my teaching eggs in the same song-filled basket?* The authors have dealt with this by working considerable variety into the format. For one thing, there is a mixture of genres —rock (e.g., "Under the Boardwalk"), Broadway ("Oh, What a Beautiful Morning"), contemporary folk ("Cat's in the Cradle"), country ("Tennessee Waltz"), night-club pop ("Tie a Yellow Ribbon 'Round the Old Oak Tree") — a mixture that should prevent a feeling of sameness from setting in and should also reconcile the differing musical tastes of late-adolescent Europeans, middle-aged Chinese engineers, and Colombian grandmothers.

There is variety at a subtler level, too, in the tasks that the students are asked to perform, a variety that shows how carefully wrought these materials are. One can look for an example at the "Song Tasks," which usually focus attention on a particular structure or aspect of the language in the song. In these song tasks, the students in successive chapters (1) choose between two alternative structures in brackets; (2) change the base form (in parentheses) to the past as it is in the song; (3) match lines of the song to pictures; (4) fill in missing words; (5) underline or circle certain forms; (6) locate parts of the song which answer certain questions. Other exercises — all related to the songs — have the students (7) telling stories from a series of cartoons; (8) filling in partial dialogs; (9) using maps as cues to preposition clozes; (10) drawing pictures and then communicating them to a partner verbally; (11) discussing photographs in relation to the songs; (12) performing role plays; (13) filling in time-lines. And on and on. For anyone used to examining textbooks, this is an incredibly rich variety of task types. And it is this sort of variety in the infrastructure of the materials that can help to keep fresh the continued use of songs. (Besides, one song a week in a ten-week quarter is — if anything — a rather *low* concentration.)

Another worry: *Won't my more serious students think that using all these songs is a bit Mickey Mouse?* The authors have had success using these materials in the American Language Program at Columbia University, a program with its share of serious-minded students. I suspect that the grammar component of the book helps to make the materials acceptable to such students. Each of the songs is used to present a particular grammatical structure or two closely-related structures. For example, you will notice when you think about them that the lyrics of "Tennessee Waltz" are loaded with instances of the past continuous and some nice instances of the past showing interrupted action. And "My Love" (. . . is warmer than the warmest sunshine) is chockfull of comparatives and superlatives. Following each song and its listening task, there is a brief, clear, boxed explanation of this chosen structure, a written exercise on it, and an opportunity for using the structure in discourse. The authors have included exercises for vocabulary development as well.

Those teachers in programs which follow a structural syllabus will find the chosen structures and the exercises appropriate for intermediates. For those working with beginners, there are additional exercises in an appendix designed to help students who are seeing the structures for the first time.

And what are we pinko Krashenites to make of all this attention to grammar, skeptical as we are of the usefulness of teaching discrete structures? We are not such purists that we will not admit that teaching a bit of grammar lowers the affective filter: it rationalizes the use of songs for students who would otherwise think they were inappropriate, not "serious" enough — students who might otherwise close themselves off from the first-class exposure to comprehensible input and American culture embodied in this book.

About the reviewer: Stratton Ray, an ESL teacher and teacher trainer, is author (with Patricia Nardiello) of *The Real Thing: Extracts from University Textbooks for ESL Students* (Macmillan, 1985).

WRITE!

by Michael Walker and Magdala Raupp, 2nd ed., 1985. Addison-Wesley Publishing Company, Reading, Massachusetts 01867 (64 pp., $3.94).

Reviewed by Joan M. Dungey
Seattle, Washington

Write!—a writing workbook that lets beginning ESL students think! Students must think about content, vocabulary, and syntax in the context of familiar, often survival, writing tasks (e.g., writing postcards, describing friends, buying things) when they use *Write!* It supplements beginning and intermediate books from any secondary or adult ESL series.

Write! is especially useful in the multi-leveled classroom. The format of the book allows teacher flexibility in selecting assignments and incorporating them into the regular ESL curriculum. Each of the twenty lessons is written on three levels (A,B,C) of increasing difficulty, so that beginning ESL writers can do the A pages while more advanced students can go on to the less-structured B and C pages.

The first exercise (A) of a lesson is usually a paragraph with multiple-choice cloze sentences or fill-in-the-blanks from pictures or word clues allowing for success even for a beginner. For example:

luxurious
The hotel is very comfortable and the
simple

delicious
food is excellent . We love it! (2A)
terrible

Then, using that paragraph as a guide, students are asked to write parallel paragraphs using new content words. My beginning ESL students (at ten weeks) merely list sentences as expected, but progress to the paragraph format in subsequent lessons. Writing development proceeds naturally, in context, applied to everyday situations.

Write! invites students to go beyond the book and write with realia. For example, after the classified ad page on car buying (13B), students can turn to their local newspaper. After reading the menus in 12A, students write about their favorite restaurant in 12C. In fact, most of the C pages ask students to write about personal experiences (your job, 7C; your car, 13C; letter to friend, 19C).

Pre and post-writing class discussions are particularly important for low-level ESL students so that they listen and speak before reading and writing. *Write!* is developed to include these discussions. "When Things Go Wrong" (Lesson 16) is about what happens when we have a bad day. We can all share that topic! Then, a second discussion about a *good* day leads into the second writing assignment. An additional "plus" in this lesson is writing solutions to problems: "You lost your keys and were locked out. What did you do?" (16B).

Teachers can grade these writing exercises the way they usually grade student writing. Raimes (1983:143) suggests using student writing examples as a guide for *helping* the student rather than *correcting* the student. Many *Write!* exercises have more than one possible answer. For instance, in the example above, the student may write, "The hotel is very luxurious and the food is terrible. We love it!" Finding out *why* the student used "terrible" is more important than marking it wrong. One ESL student purposefully chose "wrong" answers so that sentences read very strangely and laughed throughout the lesson. What further proof of comprehension did I need than those giggles?

A list of grammatical structures used would be helpful as well as a table of contents. In general, however, lessons 1 to 7 are all in present tense, regular past in 9 to 11 (except "to be" in 8) and irregular past in 13. After lesson 8, verb tenses are mixed as needed for the natural flow of English.

Write! has assorted, meaningful activities which will help young adults to feel comfortable with the writing process. *Write!* is a flexible tool that any teacher can use to integrate the language learning processes for even beginning ESL students.

Reference

Raimes, Ann. 1983. *Techniques in Teaching Writing.* Oxford University Press.

About the reviewer: Joan Dungey, author of *Teaching the Bible to ESL Students* and numerous periodical articles, is a consultant to the School of International Studies in Seattle, Washington, U.S.A.

Continued on next page

BOOK REVIEWS

Please address reviews and/or inquiries to Ronald D. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

PROCESS AND PATTERN: CONTROLLED COMPOSITION PRACTICE FOR ESL STUDENTS

by Charles Miguel Cobb. 1985. Wadsworth Publishing Company, Belmont, California 94002, U.S.A. (vii + 354 pp., $12.00).

Reviewed by Ravi Sheorey and F. Abdul Rahim
Oklahoma State University

Given the present popularity of teaching writing through the "process approach," the basic premises on which Cobb's *Process and Pattern: Controlled Composition Practice for ESL Students* is based are most welcome: "Students learn to write by writing" and "writing is a process that can be taught and learned." The book is intended mainly for advanced-level ESL students and for those native speakers who suffer from what the author calls "dialect interference" problems. For these target populations, *Process and Pattern* emphasizes the development of paragraph and essay writing skills as well as the writing of summaries and evaluations.

Process and Pattern begins with a discussion of English paragraph structure and how paragraphs are developed using the traditional rhetorical modes of narration, description, exposition, and argumentation. The most commonly used expository modes in academic writing—illustration, comparison and contrast, cause and effect, and analysis—are discussed in greater detail in four separate chapters. The student then writes longer compositions by using the skills learned in paragraph writing in the early chapters. The acquisition of these skills in writing paragraphs and essays is, in turn, expected to be used for summary and critical writing. The second half of the book includes a handbook of grammar and punctuation, followed by appendices on suggested topics for composition, a guide to spelling, correction symbols, and answers to the exercises.

The book is well-organized. Each chapter on paragraph writing is introduced by an explanation, which is followed by an illustration or a model, and an analysis of the model, discussing grammatical and rhetorical elements. Each chapter also offers a variety of exercises ranging from sentence combining and sentence sequencing to controlled writing, guided writing, and free writing, presented in an order of increasing difficulty, and designed to help students practice, review, and master writing skills. The range of exercises will not only allow individualized instruction but, if handled properly, would force the students to think and to generate ideas that would gradually lead to original writing. Also, as the author claims, the concepts taught are recursive in that "they are presented several times in succeeding chapters in different contexts." For example, the difference between specific examples and generalities, introduced in chapter 3, is highlighted through the rest of the book.

The model paragraphs deal with topics that are relevant to the immediate needs of freshman-level ESL students. The first model paragraph, for instance, talks about the strangeness of the English language; the second, about the time wasted during enrollment. Other subjects dealt with in the model paragraphs and exercises include Thomas Edison, country life versus city life, the story of the lion and the mouse, leaving Iran, the leaning tower of Pisa, and Abraham Lincoln. The authenticity and at least some familiarity with these topics will prevent ESL students from being baffled by English classes. Gradually, the subject matter and exercises shift from immediately relevant materials to those subjects that are taught in non-ESL classes. By the time the student completes the last chapter, he "should be able to enter and do well in a regular class." Thus, students are able to develop language skills and at the same time learn about contemporary issues of interest to mature college students.

Cobb assumes that writing is an active process in which the student draws upon and concurrently uses the various abilities s/he has acquired; thus, the section on writing longer compositions deals with combining paragraphs into a meaningful and coherent essay. The model compositions and exercises as well as the chapter on summary-writing are based on the four rhetorical modes mentioned above. The chapter on evaluation is designed to help students master the skills of understanding, analyzing, and evaluating. Overall, *Process and Pattern* succeeds in helping students write on topics that would satisfy their curiosity about certain aspects of American life and by providing practice in using various writing strategies. The book effectively combines the necessary mechanisms to improve writing proficiency with the pleasure of acquiring knowledge in the process of learning to write a second language.

Process and Pattern has certain limitations, however, especially in the areas of the longer composition and the treatment of grammar. The book is divided somewhat disproportionately. The sections on longer composition, and summary and evaluation are only 47 pages long as against the 140 pages devoted to paragraph writing. Cobb suggests that the three-part division of the book would make it easily adaptable to a particular course and that the three parts could be taught in separate semesters. If so, we feel that the latter sections of the book are too skimpy to be stretched for a semester-long treatment. Secondly, some of the models chosen to exemplify the introductory paragraphs, such as those from Swift, Stevenson, and Santha Rama Rau, are not truly representative of academic writing which students will encounter later. Perhaps edited models from student essays would have been more effective.

We think that the section on grammar could be presented differently. Cobb discusses the parts of speech and sentence patterns in the manner of a traditional grammar text, but he does not refer to the basic sentence and grammatical problems which ESL students typically face. Moreover, a detailed discussion of the parts of speech for advanced-level ESL appears redundant. Rather, an approach that reviews the basics of English grammar, with a view to reinforce the fundamental grammatical concepts, along with a discussion of routine expression errors of ESL students, would have been more appropriate.

There are a few other minor limitations. Some of the preliminary information, such as indenting paragraphs, the kind of paper students need to use etc., could have been deleted. The diagrams to illustrate examples, the huge-lettered formula to explain the topic sentence, making students turn the book upside down to check answers, and other such gimmicks may add fun to a class of school children, but seem inappropriate in a textbook designed for mature ESL students. Finally, while Cobb's handling of the cultural content in the exercises is adequate, its use in the model paragraphs is not balanced. There, the cultures of the learners receive more emphasis than the target culture.

These limitations notwithstanding, *Process and Pattern*, with its logical organization and progressive discussion of the paragraph writing practice for novice writers, is an excellent text for teaching the basics of English composition. We recommend the text to ESL teachers teaching writing to students working at the paragraph level. At that level, *Process and Pattern* could be used to provide the ESL students with solid and meaningful practice in writing English as a second language.

About the reviewers: Ravi Sheorey is an assistant professor of English and director of ESL composition and F. Abdul Rahim is a graduate associate in English at Oklahoma State University, Stillwater, Oklahoma.

THE AMERICAN WAY

by Edward N. Kearny, Mary Ann Kearny and JoAnn Crandall. 1984. Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632. (241 pp., $10.50). Instructor's manual forthcoming.

Reviewed by Kyra Carroll
University of Oregon

As a text for high intermediate-advanced ESL students, *The American Way* serves a dual purpose: First, it provides valuable materials and practice for building reading/study skills, and second, it opens the door to a better understanding of American values. The exercises and activities are abundant and varied, allowing an instructor, through careful selection and emphasis, to develop a strong course in cross-cultural awareness which simultaneously improves students' reading skills.

As a reader, the text and exercises are quite adequate. Each chapter begins with a reading that concerns an aspect of American culture: our Protestant heritage, frontier heritage, business views, educational system, etc. The reading is followed by a list of key vocabulary items and their definitions. There is also an alphabetical listing of vocabulary items at the end of the book with the number of the chapter in which each item was first introduced. This quick reference is very helpful since much of the vocabulary is recycled in other chapters.

A vocabulary exercise immediately follows the list of key words. This varies in structure from one chapter to the next—matching, fill in the blank and crossword puzzles—which helps maintain student interest. However, there is a problem in that the difficulty of these exercises does not match that of the readings. With the new vocabulary and definitions immediately above the exercises there is little challenge in selecting an answer, especially when the definition given above is the same as the clue in the crossword puzzle below, or when the first letter of the word is provided

Continued on page 12

AMERICAN WAY

Continued from page 11

for a fill-in-the-blank exercise. At this level of text difficulty (a vocabulary level of 2500-3000 words), one would expect more challenging vocabulary-related exercises.

Reading comprehension is checked in matching or true-false problems that test for both facts and inferences and in a summary cloze paragraph for each chapter in which every fifth word has been deleted. In contrast to the vocabulary exercises, the cloze passage is better fitted to the overall difficulty level of the material. Discussion questions promote deeper understanding of the text; however, most of these do not encourage the use of the new vocabulary.

One of the better-developed exercises in the book is the section on outlining, which occurs in all but the introductory chapter. This section progresses from simple exercises for finding main ideas in the text with a ready-made outline, to exercises which require students to provide supporting details. There is practice in writing both sentence and topic outlines. This type of task complements other exercises for skimming, summarizing and paraphrasing. Good suggestions are given for outside research, but I must question many of the recommended further readings. How many of our intermediate-advanced students are ready for or interested in Thomas Paine's *The Age of Reason* or Emerson's *The American Scholar?*

In evaluating the book as an introduction to American culture, both the reading passages and the cross-cultural exercises must be considered. The early chapters give a historical background to American values, such as self-reliance ("The Frontier Heritage") and consumerism ("The Heritage of Abundance"). I found most of the material to be insightful and thought-provoking; however, an instructor must plan carefully in order to present a well-rounded, unbiased introduction to American culture. The authors are careful to point out in the introductory chapter that the values presented are generalizations and are not held by all Americans. Nevertheless, they could use more candor in their presentation of current social problems if their goal is to present an unbiased view of American culture to students who may come with preconceived notions. For example, "Ethnic and Racial Assimilation" is examined from a historical point of view; the text emphasizes what has been accomplished in terms of the assimilation of ethnic groups into mainstream culture, but glosses over current problems. To say only that "significant differences remain" between black and white earnings, educational opportunities and social class standings does not adequately describe the present situation, particularly for a Kenyan student who may suddenly be confronted with racial prejudice.

To overcome this type of weakness, the instructor can turn to a multitude of suggestions for cross-cultural activities which capitalize on the true diversity of American culture and encourage students to look in depth at several aspects of U.S. society. There are exercises which require students both to observe specific social situations and to ask Americans about concepts in the readings. As students gain a better understanding of American culture through these exercises, they also are encouraged to develop a deeper awareness of their own cultural values. But the instructor must use caution in selecting from these exercises. The suggested activities in "People Watching" are often ill-advised or even dangerous. One, for example, encourages students to lean upon a stranger in a crowd to see how the other person will react.

Overall, the book's strengths outweigh its weaknesses. With care, an ESL instructor can build an excellent course in cross-cultural awareness which provides students with meaningful practice in such reading skills as skimming and scanning, paraphrasing and reading for ideas. *The American Way* can be a real eye-opener for both student and teacher as to why many Americans think and act the way they do.

About the reviewer: Kyra Carroll is a Master's Degree candidate in applied linguistics at the University of Oregon. She has been using *The American Way* in an American Culture class at the American English Institute.

Directory for MIDEAST/North Africa Available

AMIDEAST recently announced the publication of the *Directory of Academic and Technical Training Programs in Selected Middle Eastern and North African Countries.*

Resulting from an in-region survey conducted by AMIDEAST from November 1983 to April 1984, this 416-page directory provides information on 297 institutions and over 1,200 programs in Egypt, Jordan, Lebanon, Morocco, Tunisia, and the Yemen Arab Republic. Entries present such information as institutional descriptions, accreditation, cooperative arrangements and other affiliations, language of instruction, faculty qualifications and enrollment statistics, and program content, duration, and degrees or certificates awarded. Both short- and long-term programs in development-related fields have been identified, and addresses, telephone numbers, and telex numbers are provided for those who wish to obtain additional information.

This reference is indispensable for all those arranging in-country or third-country training programs, for others concerned with development-related training in the Middle East and North Africa, and for those seeking to establish institutional linkages and closer professional ties with colleagues throughout the region.

The directory is $29.50 and may be ordered from AMIDEAST, 1100 17th Street, N.W., Washington, D.C. 20036, U.S.A.

Established in 1951, AMIDEAST is a private non-profit organization dedicated to the development of human resources in the Middle East and North Africa and furthering mutual respect and understanding between the people of the Arab world and the U.S. In support of its program goals, the organization provides a range of education, training, research, and information services. All AMIDEAST services rely upon the close cooperation and combined resources of AMIDEAST Headquarters in Washington, D.C. and field offices in Egypt, Jordan, Lebanon, Morocco, Syria, Tunisia, West Bank/Gaza, and Yemen.

LANGUAGE THROUGH PICTURES

by Harris Winitz

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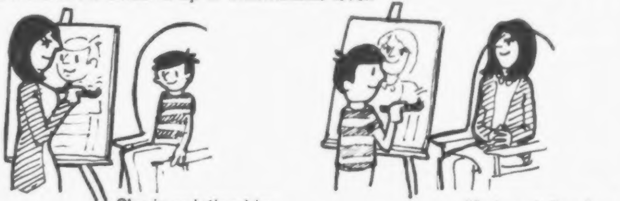

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IT WORKS

Edited by Cathy Day
Eastern Michigan University

They Work!: Three Neglected Resources for the ESL Teacher

by Joyce Gilmour Zuck
Ann Arbor, Michigan

The information in this article seemed very useful for all classroom teachers although it deals more with materials than with techniques. I certainly hope you will be able to take advantage of these sources of authentic language materials. *C.D.*

"There was a really good show on TV last night. I'd like to use it in class but it takes so long to transcribe the text. I just don't have the time." "My class enjoys having discussions but soon after we get going on a topic, we slide into generalizations because we just don't have enough facts at hand." "I'd love to use the newspaper in class but it takes too long to write exercises. If I don't prepare activities ahead of time, we bog down on vocabulary—and not very useful vocabulary at that." Sound familiar? How often, in this current shift to authentic materials, have you thought, spoken, or heard these reservations about using media in the classroom?

Over the years I have found three organizations which write or distribute lessons based on the mass media. The teaching materials, all written by current or former teachers, work well in ESL classes with a range of proficiency levels and at different age groups. Unfortunately, information about these three organizations—The CBS Reading Program, Prime Time School Television, and the American Newspaper Publishers Association—continues to elude the TESOL grapevine.

The CBS Reading Program

Much to its credit, the CBS network listened when teachers reported their difficulty in transcribing the text of TV shows. The Community Relations unit of the network sponsors the production of classroom materials for four CBS shows yearly. For each show, a Teacher's Guide includes a two page synopsis of the plot, extensive background information, and language activities for vocabulary, comprehension and enrichment, as well as a substantial bibliography on the topic. The student script contains television terminology (e.g. 'fade in'), a word-for-word transcript, and numerous pictures. The potential applications are many. Here are a few that I have tried. For a motivating beginning to an eight-week, content-oriented, research unit on term papers, I used *License to Kill*, a dramatization of alcohol-related traffic fatalities. As a last project before entering the university, each student researched and wrote about the implications of alcoholism for his field of study; e.g., employer-sponsored programs for alcoholics (a management student), the interaction between alcohol and drugs (a pharmacy student), alcohol and the court system (a law student), alcoholism and pregnancy (a nutritionist), etc. For a two week end-of-course unit to integrate skills from different classes, I used *Cook and Peary: The Race to the Pole*. The four teachers in an intensive program cooperated in the integration by using different aspects of the material: acting the script, guessing meaning from context, using grammar and references, and writing diaries. After the teachers and students watched the video in the language lab, they had a farewell party. For a one day change-of-pace on cultural differences, I used *Snoopy Gets Married*. The students read the script for homework, watched the show, discussed it and watched it a second time in a special double class. The CBS Reading Program also provides one English broadcast per year accompanied by a bilingual script with English and Spanish side-by-side.

My students have especially liked the word puzzles (word searches and crossword puzzles), background information and maps, imaginary character interviews, and pronunciation practice for emotional overtones. The cast is easily introduced through the accompanying pictures. Most of the exercises are very adaptable or appropriate as is; omissions are required by time constraints or goal priorities. Only the synopsis has proved to be too dense in terms of information and language. Usually, I have lengthened the synopsis with appositives and other forms of elaboration.

Prime Time School Television

For over a decade PTST has been providing Program Guides and Teacher Guides to promote critical use of television in the classroom. Available long before the air dates, the program guides contain brief summaries of the content of a specific show and suggest directions for discussion and other activities.

The teacher guides are not oriented to a specific program but to an examination of a topic, such as law, economics, agribusiness. These guides use the technique of viewing logs which the students prepare prior to a class discussion. A recent guide on "Aging" sparked the motivation of a cross-cultural class that I was teaching. The guide included an interesting "appropriate age quiz" with questions such as "When does old age begin?" "At what age does a person accomplish the most?" Students soon added milestone questions of their own. Students were to choose an older person they had seen on TV and complete a viewing log which consisted of seven boxes. In the center of the page was a box with these questions: "Who is your character or real person? What program or commercial does he/she appear in?" Six additional boxes circled the center box and contained questions such as the following: Describe the person physically and personally. Is the person an important part of the program's plot? How is the person treated by the other characters? If you were older, would you like to be like this person? The discussion of the information from the logs is supplemented by many statistical facts about older people—their health, economics, etc.—all provided in an easy to use eight-page teacher guide.

"Television and Economics: From the Medium to the Marketplace" is an example of a much more ambitious guide with a 157 page teacher booklet and 39 spirit masters for the students. The duplicating masters include viewing logs, supplementary readings and charts, and a final quiz.

Even the briefest of the PTST guides contain sufficient material and have usually been field tested in the classroom. It is to PTST that I turn when I want to have readily available materials with a range of accurate information and activities for content oriented ESL classes.

American Newspaper Publishers Association

The ANPA acts as a clearinghouse and motivating force behind many local programs designed to bring newspapers into the classroom under the heading of NIE or Newspaper in Education. The staff evaluates teacher-made materials and publicizes them in an annual annotated bibliography. The bibliography lists teaching units about holidays, editorial cartoons, geography, etc. The foundation also publishes a newsletter "Teaching with Newspapers" which contains useful classroom strategies and lists background sources. In cooperation with the International Reading Association, ANPA sponsors an NIE week in late winter. Local newspapers provide workshops for teachers, free teaching materials and reduced-rate or even free newspapers for the students. To illustrate the two extremes of the age spectrum, I recommend two publications from the *Kitchener-Waterloo Record* (Ontario): "That Figures!"—worksheets for elementary math; and "That's Life"—materials for a simulation game for adult literacy and new immigrants. Underlying a fact we all know, I would like to point out that when materials are so well conceived as these they can be used with groups quite different from the ones for which they were originally developed.

Conclusion

The CBS Reading Program, in cooperation with the Library of Congress, provides texts and activities for specific shows. PTST and ANPA provide exercises to accompany unspecified shows or publications. Both types are useful. The latter orientation, however, has an added bonus. Teachers who have used the materials for unspecified programs in training workshops have reported that they felt added confidence in making up class activities on the spot to accompany unexpected materials.

But what does all this have to do with language teaching? Actually not much if you perceive media as an interesting way to regain student interest before returning to the 'real work' of language learning. If, however, you perceive media as I do, i.e., an ideal source of constantly renewing authentic material which encourages students to practice strategies for coping with language learning problems, then you will see how lucky we are to

Continued on page 14

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University 219, New Alexander, Ypsilanti, Michigan 48197.

They Work!

Continued from page 13

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About the author: Joyce Gilmour Zuck is a materials developer, teacher trainer, and specialist in the use of mass media in ESL.

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Creating a Writing Lab Based on Composition Reformulation Techniques

by **Alan M. Fruger**
Miami University

and

by **Colleen F. Freeman**
Heidelberg College

The authors answer some of the concerns raised by Andrew Cohn's article "Reformulating Compositions" in the December 1983 TESOL Newsletter. *—Editor*

As Cohen has stated (*TESOL Newsletter*, 1983), ESL composition instructors, like their first-language counterparts, face seemingly bottomless stacks of essays to correct. Cohen suggests that a reformulation technique (Levenston, 1978) might provide an opportunity for a more thorough treatment of student essays than the ESL teacher can otherwise realistically accomplish within the confines of the traditional classroom. This technique involves the rewriting of an ESL student's essay by a native speaker of the target language, usually a fellow student, who provides native-speaker syntactic structures and vocabulary while preserving the content intended by the ESL student, to analyze. Cohen postulates that since the model contains the student's own thoughts she or he might be more motivated to analyze it for vocabulary, syntax, cohesion and discourse functions than if asked to analyze a piece of published writing.

Although persuaded that essay reformulation could be employed as a valid pedagogical tool complementary to traditional classroom instruction, we had some reservations about the technique as Cohen had implemented it. First was the concern over the peer reformulator's ability to provide "an opportunity to see what the mastery might look like" (Cohen 1983). A second concern was that reformulation, of necessity, would change the meaning of student essays (Rorschach, Rakijas, & Benesch, 1984). Other concerns were to provide methods for measuring how well the students retained what they learned from the reformulation experience and for eliciting feedback from the students. Our last major concern was the lack of a pre-writing exercise, such as brainstorming (Lindemann 1982). We attempted to address these concerns by designing a writing lab in which teacher education students help ESL students improve their writing using reformulation techniques. This article will focus on the preparation and execution of the writing lab, citing student reactions to the activity as well as providing samples from a student's original, reformulated and re-written essay.

Preparation

There were several steps preparatory to implementing the writing lab, such as choosing capable peer reformulators, deciding on a general topic and providing a pre-writing exercise on the topic. In order to insure a reasonable capable and homogenous group of reformulators, we tapped a junior-level class of teacher education majors. In addition to having successfully completed various teaching methods courses and at least one composition course, all of the reformulators also scored above the national norm on the Descriptive Test of Language Skills required of education majors.

Since nearly all of the education majors involved were preparing for careers as music teachers, the general topic of music was chosen. Next, a brainstorming session was held in the ESL class. The figures to the right represents the results of that session.

Two class sessions later the students were asked to write an essay on the topic: Describe how music affects your moods. At the end of the class period the essays were collected; a copy of one essay was given to each teacher education student to reformulate along with instructions to "clean up" the writing by attending to vocabulary, syntax, cohesion and discourse functions while respecting, and not changing, the original meaning.

Writing Lab

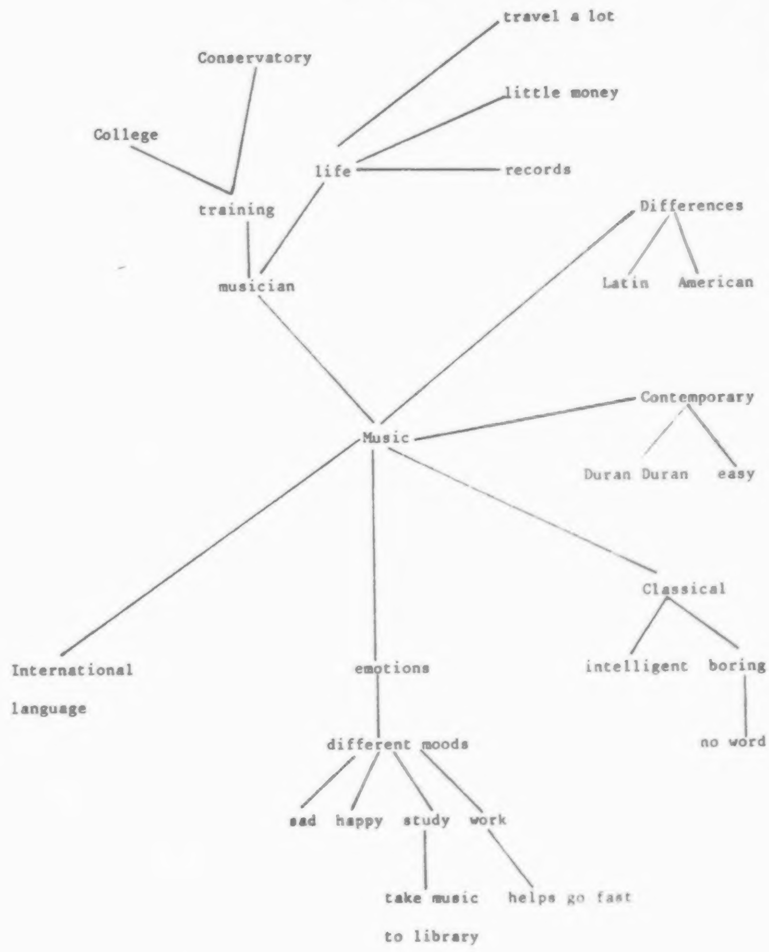
On the day of the writing lab each teacher education student was paired with an ESL student whose essays s/he had reformulated. Each pair was given the following printed instructions: In this writing lab you will be comparing an original essay written by an ESL student with a re-written version by a teacher education student. Here's how to proceed:

1. Read through both essays. First, look for examples of vocabulary (words) which were changed in the re-written version. Make a note of these.
2. Read both essays again. This time look for phrases which were changed in the re-written version. Try to explain to each other why groups of words go together in a certain way in English.
3. Re-read the essays one last time. Discuss the organization of ideas. Discuss the use of paragraphs (or lack of them). Discuss what information may have been better left out and what else should have been included.

One last reminder was given to be diligent in preserving the original meaning and to respect each other's efforts. At the end of the class period all of the pairs were still working, although substantially finished with their discussions of the essays. All of the original essays and the reformulations were then collected. We did

Continued on page 17

Figure 1



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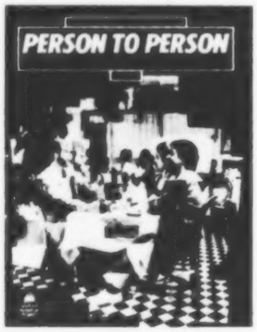

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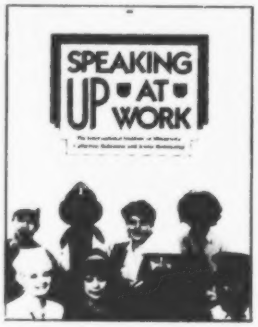

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Writing Lab

Continued from page 15

this to see whether the ESL students, who would be given the identical assignment in class one week later, would retain and apply any of the knowledge garnered from the writing lab activity. This in effect corresponds to a rough draft, revised draft and final draft strategy employed by many composition teachers

Feedback

Immediately following the writing lab a session for the ESL students and their instructor was held to elicit feedback about the activity. During the first part of the feedback session the students were asked to respond to a questionnaire; this was followed by a general discussion. The students were asked to include specific examples of what they had learned in their questionnaire responses to evaluate whether the original meaning of their work was changed in any way, and whether the activity was worthwhile. During the discussion phase of the feedback session, all but two students commented positively about the usefulness of the experience. The table represents the data compiled from the questionnaire, plus examples.

Table 1
Writing Concepts Learned by ESL Students

Concept	Example	% of students learning concept
Vocabulary	I learned to write "may" instead of "maybe."	73%
	The difference between "do" and "make."	
	I used "communicate to" but she used "communicate with."	
Syntax	I learned to write "when you are sad" instead of "when you have sadness."	66%
	I wrote, "How can you say about a great thing like this?" She wrote, "How can I say something as wonderful as this?"	
	I wrote, "Do you know? It was a lullaby song. How would I believe this?" She wrote, "I was surprised when I found out it was a lullaby."	
Cohesion	We found relationships between sentences.	60%
	I learned how to link sentences together.	
	I did a good introduction and connection with the middle paragraph.	
Discourse Functions	I learned how to organize my ideas.	66%
	I learned how to give examples of my ideas.	
	I learned to be specific.	

Rewrite

One week later the ESL students were again given the assignment: Describe how music affects your moods. It was our hope that the students not only had "an opportunity to see what mastery might look like," (Cohen, 1983) but also had gained mastery over at least some of their writing difficulties. Below is an example of the progress of one of the students. The samples are taken verbatim from the student's original essay, the peer's reformulation and the student's rewrite.

Original:

> *Yes, the music affects my moods. I usually change my feeling where I am listening to music. I have the habit of listen to music all the days as much hours as I can. The music has been become in an essential part of my life. I do my homework, cook, clean house, do exercises, etc. listening to music.*

Reformulation:

> *Music affects my moods. My feelings usually change when I listen to music. I like to listen to music every day as much as possible. I do homework, cook, clean house, exercise and accomplish other tasks while listening to music.*

Rewrite:

> *Music affects my moods. I usually change my moods when I listen to music. When I am sad or angry I begin to listen to music, thus, I feel better in a few minutes. I like fast music, such as rock-and-roll, new wave, Venezuelan music and others.*
>
> *I like to work while listen to music. Music makes me feel good when I do my homework or housework. When I go to the college library, in order to do my homework, I usually carry a couple of tapes. So I listen to music while doing it.*

In the rewrite, there is evidence that the student remembered the subject-verb agreement (music affects) in the first sentence, along with the deletion of the definite article. In the second sentence the syntax of the original essay was retained, but with the substitution of appropriate vocabulary (feeling-moods) and verb form (am listening-listen). Next, the student inserted in sentence three an example of how her mood changes. In sentence four the student classified the kinds of music she prefers to listen to. Lastly, there is evidence the student recognized a shift in focus by beginning a new paragraph to describe what she does while listening to music. In short, the student has managed to transform an essay filled with mistakes typical of second language writers into a native-like piece of discourse. Indeed, with the substitution of a more appropriate linking expression in the last sentence, such as *then* instead of *so*, the essay may not be mastery, but becomes a reasonable representation of native-like prose.

Observations

Without exception, the ESL students involved in this exercise perceived no changes in meaning in their reformulated compositions. This is not to say, however, that no meaning shifts can occur using the reformulation technique but that in this instance none seem to have occurred. We attribute this positive reaction to two factors: the nature of the assigned topic and the professionalism with which the reformulators conducted themselves during the writing lab. Because the students were asked to write about their own experiences, the content, for the most part, could not be questioned. In addition, the reformulators were painstaking in their efforts to determine exactly what the ESL students intended to say when their syntactic structures interfered with meaning.

Conclusions

A reformulation writing lab whose peer reformulators have been screened for competence provides a positive experience for the ESL students. Intensive treatment of writing errors allowed the students to represent their thoughts in native-like prose. We feel the writing lab described in this paper is a valid complement to intermediate through advanced level ESL writing courses. It provides ESL students with valuable learning experiences without putting impossible demands on instructors. Individual student-reformulator sessions should also prove helpful, but we feel the same care has to be taken to select qualified reformulators. Although all native language speakers possess linguistic competence not all possess composition competence.

About the authors: Colleen Freeman teaches English as a second language at Heidelberg College, Tiffin, Ohio, U.S.A. Alan Frager teaches at Miami University, Oxford, Ohio, U.S.A.

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ERRATUM

The academic affiliation for Vicki Green, author of "Media Madness," which appeared in the June *TN Supplement, Branching Out*, should have been listed as: Adult Day School, Board of Education for the City of York, Toronto, Canada.

Pancake Art

by Mary Jane Nations
Georgia State University

Cooking in the classroom not only makes a nice bridge between home and school but also makes language learning fun. This lesson combines cooking, art, and sensory experiences in a meaningful context and accommodates a variety of learning styles at the same time.

Materials

Use a ready-made pancake mix ("thin pancake" style), or use the bulk recipe given below. Assemble ingredients and utensils needed—a large bowl, mixing spoons, and measuring spoons and cups. An electric skillet eliminates the need for a stove. If the class can go outside, a portable grill or hibachi and a cast-iron type skillet eliminate the need for an electrical outlet. Be sure to have on hand a variety of toppings—syrups, jam, applesauce, cinnamon.

Procedure

A large class can do this activity if it is divided into teams. Remember that while some students are cooking, others can be cleaning up the mixing area and setting up the eating area.

The class works in teams to mix batter. As batter is mixed, discussion includes not only the process at hand, but what shapes the students each plan to make, e.g., animals, letters, objects. As students take turns pouring designs—use a spoon to drop batter precisely—everyone talks about the batter as it cooks. As pancakes are finished, students sit together to eat and enjoy them while they discuss choice of toppings.

Language Taught

The language taught in this lesson focuses on the following:

1) bountiful vocabulary in cooking terms, e.g., *mix, stir, pour*; ingredients, e.g., *flour, milk*; attributes and changes that occur in the batter, e.g., *bubbly top, lumpy*; comparatives, e.g., *hotter, wetter, drier*.
2) question forms and verb tense changes, e.g., *What will happen when we mix wet and dry ingredients? What is happening to the batter as it hits the skillet? What happened to your butter when you put it on the pancake?*

Sample Dry Pancake Mix
Recipe for Large Groups

Mix together well:
- 12 C flour (3kg)
- 1T salt (15-20 ml)
- 3/4 C baking powder (5 g)
- 3/4 C sugar (185 g)
- 4 C powdered milk (1 kg)

This dry mix can be stored in an airtight container until needed. I use it in small batches for 3-4 persons at a time.

To use, combine in a bowl:
- 1 egg, beaten with a fork
- 1 C water (250 ml)
- 2T melted fat or oil (30-40 ml)
- 1 1/2 C dry pancake mix (375 g)

Mix slightly, until ingredients are all moistened. Batter will be lumpy. Do not overbeat, or pancakes will be tough.

When bubbles appear in the batter and pop, or when the pancakes begin to look dry around the edges, flip them over with a spatula to brown on the other side.

About the author: Mary Jane Nations teaches in the Department of Early Childhood Education at Georgia State University, Atlanta, Georgia, U.S.A.

"Verse" for Pancake Art

Teach the students the following tongue twister. They'll probably love to say it while serving up the pancakes. The source is unknown.
Editor, TN

Betty Botter

Betty Botter bought some butter.
"But," she said, "this butter's bitter.
If I put it in my batter,
It will make my batter bitter."
So she bought some better butter,
Better than the bitter butter,
And she put it in her batter,
And it made her batter better.

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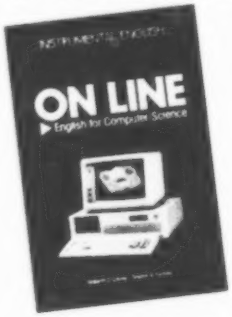

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INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
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Giving Prominence to Proficiency in Language Skills in the Design of an English Language Syllabus in the Chinese Context

by Long Rijin
Southwest China Teachers College

Although foreign language teaching has a long history, for many centuries Latin and Greek were the only languages taught. Even after the fall of the Roman Empire, Latin persisted for a long time as a link between European nations. Latin became the language of the school and the church and remained indispensable in higher education until about 1770, when the vernacular languages took its place. Rivers (1964) points out that after this Latin was no longer learned as a language for communication between scholars and therefore its primacy as a subject of study could not be justified on utilitarian grounds. She tells us:

> . . . utility was considered at that time an inappropriate criterion to be applied to any area of advanced study. The learning of Latin and Greek was then justified as an intellectual discipline: the mind being trained, it was asserted, by logical analysis of the language, much memorization of complicated rules and paradigms, and the application of these in translation exercises. Latin and Greek were further justified as the key to the thought and literature of a great and ancient civilization. The reading and translation of texts was, therefore, of great importance, as were writing exercises in imitation of these texts (pages 14-15).

In order to gain a place in education, modern languages had to prove themselves to be of equal value for the training of the mind and to also be keys to great literatures and civilizations. No wonder the grammar-translation method was taken over intact into modern language teaching.

When foreign language teaching was introduced into China from the West in the 19th century, such a tradition was also carried over intact. In the present century, efforts were made to popularize new methods. As a result the direct method was introduced, but it was practised only in a few high schools and universities, and after the founding of New China in 1949 it was severely criticized as a methodology of imperialist cultural aggression.

In the fifties, as part of the drive to learn from the Soviet Union, the developed Soviet version of grammar-translation method, "the conscious-contrast method", was introduced and greatly popularized. It became essentially the dominant method of foreign language teaching in China.

In the sixties, the audio-lingual method was introduced and propagated. New syllabuses were designed and new textbooks compiled. Vitality was injected into the foreign language teaching of China and great strides were made. But the new method met with strong resistance and even now the dominant method is still the grammar-translation method, especially in high schools.

Our department, the Department of Foreign Languages and Literature of Southwest China Teachers College, is a centre for the training of high school teachers. Here the students are engaged in a language and literature programme which lasts four years. Until recently, due to the belief that language teachers should know thoroughly not only *hows* but also *whys*, grammar and translation were emphasized to such an extent that the development of the students' proficiency in the target language was greatly hindered. Many teachers became aware of the problem long ago, but could not do much about it.

In 1983 the Ministry of Education demanded that university students should write a thesis in their fourth year of study. The poor quality of the theses and the distressing results in the teaching practice of the fourth year students proved beyond any doubt the failure of education in our department. The students were amazingly poor in their ability to use the language for communication. Although so much attention was paid to the teaching of grammar, many students could hardly make their sentences grammatical, let alone idiomatic and appropriate. We analysed the causes of our failure and came to the following conclusions:

1. We used the wrong textbooks.

Textbooks compiled according to the principles of the grammar-translation method are textbooks for a general educational purpose. What they can do is to train the mind. They are not meant to train the students' ability to use the language.

2. We used the wrong methodology—the grammar-translation method.

Guided by this methodology, the task of the language teacher is naturally to impart knowledge. In this method, teachers monopolize the entire classroom activity teaching about the language. They analyse the small number of texts studied sentence by sentence, word by word. They explain in great detail the grammatical rules and the use of words which they had copied from grammar books and dictionaries. The students' task is to take notes and memorize what the teachers say so as to get high scores in examinations. Many students did get very high marks, but what they achieved was not the ability to use the language but to talk about the language.

3. The students' exposure to the target language was too small.

For many years the chief course offered in a Chinese university language programme was "Intensive Reading". It occupied an overwhelming majority of the class hours allotted to the teaching of language. The task of this course was to teach a text of an average length of a few hundred words in the process of some ten class hours. Things were not much different with the other "minor" courses. How can the student be expected to master a language with such a narrow exposure to it?

4. The beginning stage was too easy for the students.

Despite the fact that the students had had hundreds of hours of instruction in English in the high school, the university English programme started from the alphabet and the phonetic alphabet all over again on the pretext that the students had a very poor mastery of the pronunciation, the intonation, and the basic knowledge of the language owing to the poor quality of teaching in the high school. In this way much time was wasted.

Further, the easiness of the job at the beginning stage wore away the students' motivation. When the students were suddenly confronted with a more strenuous task in the third year, they felt painfully the gap between the lower years and the higher years and found themselves not at all prepared for the task either psychologically or academically. They lost confidence.

To improve the quality of foreign language teaching, we reasserted the slogan advocated by the structuralists—"Teach the language, not about the language." (Moulton, 1961, p. 88) We stressed that a language programme should aim at proficiency in using the language for communication, not merely at the knowledge about the target language. And thus, as common sense tells us, language abilities can only be cultivated by using the language. Therefore the success of our aim depends to a certain extent on enlarging the students' exposure to the target language.

"Language is speech, not writing. So listening and speaking should be taught before reading and writing." (Moulton, p. 86) The students should first be asked to listen to and speak more English. This we have done. But in the context of an inland city of China, where English is never heard or spoken outside an English teaching classroom, there is a limit to the amount of spoken English a student can be exposed to. To ensure a greater exposure, we chose reading as the breakthrough point. Reading makes the least demands on the teacher, the preparation of materials, the equipment, the environment, and the budget. Reading assignments can be easily fulfilled by the students themselves and easily checked by the teachers.

As a result of the 1983 failures we have made the following changes:

1. We have changed "Intensive Reading" of the first and the second years into "Basic English." Textbooks compiled in English-speaking countries are used in place of the grammar-translation textbooks compiled in China. The beginning stage was dropped and the time allotted to each lesson greatly shortened.

Continued on next page

INTERNATIONAL EXCHANGE
News items for this page should be sent to: Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh EH8 9DP, Scotland.

Giving Prominence

Continued from page 19

Mother tongue and translation are avoided as much as possible. The teacher's explanation of the rules of the language have been reduced to a minimal necessity. Student participation constitutes the majority of the classroom activity. The aim of this course is to teach the basic knowledge of the target language, to train the students in pronunciation and intonation and in handwriting and to cultivate ability in listening, speaking, reading and writing. Great stress is placed on accuracy in the mastery of the target language.

2. We have combined the discrete language skills courses ("Listening," "Speaking," "Extensive Reading") into a "Comprehensive Training" course. The former courses of "Listening" and "Speaking" occurred once a week, occupying two class hours each and had not been successful. The students did not have a vocabulary large enough to enable them to understand what they listened to. Neither did they have enough input language material to build their own speech ability on. The speaking course could only offer either repetition and memorization of isolated sentences of everyday speech, or pointless talks on subjects the students felt incompetent to participate in. Both soon stifled the students' motivation. Besides, acquisition of spoken language makes heavier demands on classroom time than acquisition of written language, as Morris (1978) has pointed out.

The former "Extensive Reading" course, which occupied two class hours per week, was not much different from the "Intensive Reading" Course. The reading load was much too low and what the students learned from the reading was not practised and consolidated, and so was soon forgotten.

The newly designed course "Comprehensive Training" takes reading as its starting point. It aims at communicative fluency in all the four language skills. The students are required to read by themselves a book of about 100 pages in one week (normally simplified readings by native speakers). The teacher does not, and cannot, explain the text sentence by sentence, word by word. He only explains a few very difficult sentences. The classroom activity is devoted to discussion of the text. The students are generally asked to write a precis after they finish each book. In addition to the large amount of speech the students are exposed to, exercises in listening comprehension are given from time to time in "Comprehensive Training" classes as well as in those of "Basic English." The students are also required to listen outside class to Voice of America Special Programs, on which the teacher will check the students. Thus, the new course ensures a large exposure to language and a high frequency of listening and speaking practice.

3. We have advocated J.S. Bruner's (1966) theory of student-centered education. The new method of teaching does away completely with the monopoly of the classroom activity by the teacher talking about the language. It guarantees a large amount of the students' active participation in classroom activity. It abolishes the former spoon-feeding approach to teaching and nurtures effectively the students' ability to solve problems and learn the language themselves. The emphasis on reading and listening assignments outside class has changed the situation in which the students were at a loss about what to do when the teacher was not present even if they had the motivation to learn the language after class.

4. We have changed the system of compulsory courses throughout the four years and offered about twenty optional courses for the third and fourth year students. These courses enhance the students' motivation, widen their point of view, enlarge further the amount of reading, and cultivate the students' ability to do research work. Seminars and essays help to develop the students' productive skills in the language at a higher level.

5. We have changed the traditional mode of examination. Examinations are guideposts for the students. Reform in teaching methodology is doomed to failure if it does not go hand in hand with reform in examinations. Now our examinations in compulsory courses, both oral and written, chiefly test the students' proficiency in the language. To ensure that the students pay enough attention to the texts being studied, the test papers are constructed with 30 per cent of the items on the texts and 70 per cent on overall proficiency. We stress that even the 30 per cent on the texts must not be questions which can be easily answered through memorization of the texts. In this way the students are guided towards a real mastery of the language in use. They are freed from memorization of the notes taken in classes. In the optional courses, the students are examined through essays and performance in the seminars.

The new syllabus defines in clear terms the terminal requirements for the courses and the years of study. In this way test papers can be constructed in accordance with set norms and the fulfillment of the syllabus can be checked.

The new syllabus has been in practice for nearly two years. It has been warmly received by the students and a majority of the teachers. Great progress is being made in the students' abilities in listening, speaking, reading and writing. The students' knowledge of the English-speaking countries and peoples is increasing much more rapidly. It is still too early to come to a final conclusion. Nevertheless, encouraged by our initial success, we are determined to go on with the reform.

About the author: Professor Long Rijin, who has studied with Professor M.A.K. Halliday in Sydney, Australia, is deputy chairman of the English Department at Southwest China Teachers' College in Beibei, Chongqing, Sichuan, China.

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LETTERS

REQUEST FOR USED ENGLISH TEXTS FOR ZUNYI, PRC

*The following letter was received by the TESOL Central Office, and it was sent to **TN** so the request it contains could be shared with the entire readership.* Editor, ***TN***

June 11, 1985

Dear TESOL:

I am an American teacher of the English language here in Zunyi. I am the first foreign teacher in the college and the only American in the city. My task is "to improve the level of English of the medical students and clinical doctors." I regard my position here as that of an envoy of goodwill and cooperation between the United States and China.

Zunyi is a city of about 300,000 in northern Guizhou province. Its industries and living conditions are still in the rudimentary stages of development. For a number of reasons, primarily the vicissitudes of recent Chinese history, English literary and reference materials are very nearly non-existent in this developing institution. I must add that after six months here, I have consumed all of my personal resources as well as the bulk of my very small salary in my search for and acquisition of English materials.

I am writing this letter to inquire if your agency can provide any books for our English language program. We are in need of literature in English in general and research and reference books. I can assure you that any effort or funds used for our program will be well spent, well used, and definitely much appreciated here.

Thank you for your time and attention.

Paul Nietupski
Zunyi Medical College
Zunyi, Guizhou
People's Republic of China

HOW INTERNATIONAL?— A QUESTIONNAIRE

Dear Readers:

As part of our work on behalf of TESOL, the ad hoc Committee on the International Concerns of TESOL distributed a questionnaire at the TESOL Convention in New York. The purpose of the questionnaire was to find out how members and friends of TESOL really feel about the problems and possibilities of a truly international TESOL—one which has its Conventions in different countries; which publishes professional information and views of interest to ESL/EFL teachers in countries around the world; which pays travel expenses for committee/sub-committee members from all parts of the world to attend business meetings; whose annual meetings are within the pocket of teachers from America to Zaire, Peoria to Paris and Ponape—the implications of being international are tremendous.

1000 copies of the questionnaire were distributed and some 150 returned; the returns are being collated and will be reported to the October meeting of the Executive Board. A revised version of the questionnaire was prepared, and many of you heard from me that this version would appear in the August issue of the TESOL Newsletter. You will of course have seen that it did not. I am told that this was because respondents needed more background information than I felt it was possible to include in the questionnaire, and that there was concern that returns would be low and unbalanced towards those who favoured change. The present plan is, I understand, to get professional help to revise the questionnaire, and then send it to a carefully selected sample of members and friends. Let me assure you that the project has not been shelved, though clearly it is in some state of flux at present. Further information later!

Liz Hamp-Lyons
Chair, ad hoc Committee on the
International Concerns of TESOL

AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison
Snow College

Upcoming TESOL Meetings

1985 Meetings	
November 2	OKTESOL, Tulsa, Oklahoma
November 2	PennTESOL East, Philadelphia, Pennsylvania
November 8-9	TEXTESOL State Convention, Austin, Texas
November 8-9	Mid-TESOL Annual Conference, Omaha, Nebraska
November 9	Michigan TESOL, Ypsilanti, Michigan
November 14-16	1st Pacific Northwest Regional, Seattle, Washington
November 15-16	COTESOL Annual Conference, Denver, Colorado
November 16	LOS BESOL, Annual Business Meeting and Workshop, Lancaster, Pennsylvania
November 18	AETK Meeting, Seoul, Korea
November 21-24	TESL Ontario and TESL Canada, Toronto, Canada
November 22-23	Puerto Rico TESOL Annual Conference, San Juan, Puerto Rico
December 15	AETK Swap Meet, Seoul, Korea
1986 Meetings	
January 24-26	Thai/TESOL Annual Convention, Bangkok, Thailand
February 7-8	Illinois TESOL, Chicago, Illinois
March 13-15	B.C. TEAL Conference, Richmond, British Columbia, Canada
April 4-5	Louisiana TESOL Annual Conference, New Orleans, Louisiana

More information on these meetings from: Susan Bayley, Field Services Coordinator, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.

IN MEMORIAM GLADYS DOTY

Gladys Doty, charter member of TESOL, passed away June 25, 1985, in Boulder, Colorado after a short illness. At the University of Colorado where she taught from 1948 to 1973 she established courses in English for foreign students and innaugurated the M.A. program for teachers of English to speakers of other languages. The two volumes of *Language and Life in the U.S.A.* which she co-authored with Janet Ross of Ball State University have gone through four editions, and there have been two editions of the composition text *Writing English* which the two authored. A new composition text, *To Write English*, was published in February of 1985, and at the time of her death the two authors were working on a revision for freshman composition for American students.

Mrs. Doty travelled widely abroad visiting students whom she had taught, and she published in other fields. A memorial fund has been set up in her name through the University of Colorado Foundation to provide scholarships for those wishing to teach English as a foreign or second language.

Janet Ross

TESOL Interest Section Membership(s)

An individual membership in TESOL includes membership in up to three of the fourteen interest sections in TESOL. Primary membership in an interest section gives the individual member voting privileges in that interest section, while secondary members of an interest section receive periodic newsletters and announcements during their membership year. The number and frequency of these publications vary among the interest sections and from year to year within an interest section.

Individual membership in TESOL is on a flexible basis; that is, an individual may join TESOL for twelve months at any time during the calendar year. Should your professional interest have changed since joining TESOL, you may want to alter your primary and secondary interest section membership(s). Should you perhaps not be receiving interest section newsletters, you may have forgotten to check off interest section preferences when joining TESOL. In either case, contact Edmund La Claire, Membership Coordinator, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, USA. When doing so, please include your membership identification number, which appears on every TESOL *Quarterly*, *Newsletter* and official correspondence mailing label in the left hand corner above your name and address as well as on your membership identification card.

The annual TESOL membership air surcharge pays for air delivery of four issues of the TESOL *Quarterly* and six TESOL *Newsletters*. It does not include air delivery of interest section newsletters.

In order to continue receiving interest section publications throughout the year, do not let your TESOL membership expire. When an individual membership lapses, the name and address of that member are not included in the interest section mailing list that month. Thus, important information (a newsletter, a mail-in ballot or a pre-convention announcement) from an interest section will not be sent to the member. Renewing a membership a month or two after a membership has expired will reactivate the membership, but only for forthcoming publications and mailings. Back issues and mailings are not included in a reactivated TESOL membership.

PROPOSED NEW INTEREST SECTION FOCUSES ON SPECIAL NEEDS

At the 1985 TESOL convention held in New York City, an informal meeting of interested persons was held to begin working on the establishment of an Interest Section to address the professional concerns of teachers of students with a wide range of special needs. This future Interest Section, to be called the **Special Needs Interest Section** (SNIS), will include such areas as hearing impairment, visual impairment, learning disabilities, mental impairment, communication disorders, emotional disturbance, and gifted and talented students. Those interested in becoming a part of this future Interest Section should contact: Ana Maria Mandojana, Curriculum Specialist, Beses Center TRMO3, Florida International University, Miami, Florida 33199, U.S.A. Telephone: (305) 554-2962.

MICHIGAN TESOL NEWSLETTER CALL FOR PAPERS

The *MITESOL Newsletter* seeks articles and book reviews which contribute to the field of foreign and second language teaching and learning in both the theoretical and practical domains, especially on topics relating to the following: curriculum, methods, and techniques; classroom observation; teacher education and teacher training; cross-cultural studies; language learning and acquisition; and overviews of or research in related fields. Contributions should be no longer than 1,200 words, must be typed and double-spaced. Manuscripts will not be returned. Address articles to: Donna Brigman, Editor, MITESOL Newsletter, 211 Oakwood, Ypsilanti, Michigan 48197, U.S.A.

Reprinted from *The Language Teacher*, September 1985

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627, U.S.A.

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AFS has expanded its teacher exchange program with the addition of Brazil, Ecuador, Mexico, Panama and Venezuela. The Visiting Teachers Program, entering its fourth year, already includes China, Thailand, Peru, Chile, and Costa Rica.

AFS International/Intercultural Programs, formerly known as the American Field Service, is the leading nonprofit international exchange organization. AFS's Visiting Teachers Program enables educators to undertake an intercultural living experience while at the same time enriching their teaching skills.

U.S. secondary school teachers live with a host family in one of the aforementioned countries, and observe and teach in the local school, while participating in cultural enrichment activities. Summer and six-month options are available.

Teachers of English from these countries come to the United States for a six-month period, commencing in December. They live with a host family and serve as a resource in the local high school, while observing English teaching methodologies.

Notes William M. Dyal, Jr., president of AFS: "The Visiting Teachers Program embodies the AFS philosophy: only by living in a host family and being fully immersed in a host community, can one truly understand another culture."

For further information on the AFS Visiting Teachers Program, contact Carolyn Yohannes, AFS International/Intercultural Programs, 313 East 43rd St., New York 10017, U.S.A. Telephone: (212) 949-4242, ext. 407.

ANNOUNCING THE

TESOL MEMBERSHIP DIRECTORY 1985

The **TESOL Membership Directory 1985** is a comprehensive resource containing alpha-listings with addresses of TESOL's more than 10,000 Commercial Members, Institutional Members, and Individual Members; TESOL's Officers, Periodical Editors, Standing Committee Chairs, and Personnel; Interest Section Chairs and Newsletter Editors; and Affiliate Presidents and Newsletter Editors.

The **Directory** also provides membership data, geographical membership distribution, and a cross-referenced geographical listing of member's with their Interest Section membership.

To order, contact:

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All orders must be prepaid: $4-members, $5-nonmembers

MINISCULES

Edited by Howard Sage, *New York University*

***The I Ching or Book of Changes*, 3rd Edition, 1967. Translated from the German by Cary F. Baynes and from the Chinese by Richard Wilhelm. Princeton University Press, 41 William Street, Princeton, New Jersey 08540. LXII + 740 pp., $16.50.**

Question: What can the oracle teach regarding language learning?

Answer: *Perseverance brings good fortune.*
The superior man (is) strong and untiring.

The "blue collar" approach? There's more:

> *It furthers one to have somewhere to go.*
> *It furthers one to cross the great water.*

Experience; risk; responsibility. And there's still more.

> *It furthers one to see the great man.*

Or woman, or teacher, or group peer.

Were TESOL *Miniscules* on the minds of the transmitters of the Changes? Probably not, but they did hand down a wealth of wisdom for reference both in and out of the classroom.

It never hurts to be reminded of the central truths. To quote one final non-judgmental dictum, there can only be

> *No blame.*

George Spanos
Center for Applied Linguistics

* * *

***The Way of the Bull* by Leo F. Buscaglia. 1984 (Tenth Printing). Ballantine Books, 201 East 50th Street, New York, New York 10022. Paperback edition, 175 pp., $2.95.**

A number of ESL teachers begin to teach a course with very little background information on their prospective students. Now that ESL students of Asian origin have grown tremendously in number, this book by Buscaglia is a handy tool for gathering useful knowledge on the cultural, social, and psychological traits of many Asians. Essentially a collection of stories based on the author's visit to key cities as well as to rural places in Asia, the book explores the characteristics of each group of people he met. Buscaglia provides insight into the Asian character. He focuses on that which distinguishes an Oriental and the lessons one learns knowing a native Asian even for a short period of time. To the author, every person is a source of learning. Each learns something from others to help one "find" oneself and discover one's "true nature."

Jim T. Nibungco
Borough of Manhattan Community College, CUNY

***Double Negative* by David Carkeet. 1982. Penguin Books, 40 West 23rd Street, New York, New York 10010. 246 pp., paperback, $3.50.**

"Cook and Woeps ate lunch at Max's and discussed onomastics, idiophenomena, centralized diphthongs, and manslaughter." These two linguists work at the Wabash Institute, a former primate research center now turned into a long-term child language acquisition research lab and day-care center. The previous night, Cook's "linguistics-clouded brain" had been interrupted during an intense grant-proposal writing session when he found a fellow researcher dead in his office. While a publicity-conscious director hopes to allay the public's fears by having Cook deliver a talk on "Highways and Byways of Southern Indiana Place Names," Cook is convinced that the key to the identification of the murderer lies in little Wally Woeps's use of "m-bwee." Is the difference in falling or rising intonation truly meaningful? But, as Cook muses, can they solve a murder when "we don't even know how kids learn irregular verbs"?

Lise Winer
Southern Illinois University

MINISCULES

A dash of politics, a bit of family history, a good measure of culture—all mesh and influence the language courses we teach, the institutes we administer, the curricula we develop. *Miniscules* will, we hope, provide ESOL people with concise accounts of many current non-ESL books, including fiction and poetry, on topics such as culture, ethnicity and politics—those forces and many others—that affect learners, learning and language use.

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THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

Arizona Approves ESL and Bilingual Certification

by Gina Cantoni
Northern Arizona University

Since some time has passed since the "Standard Bearer" carried information on certification, I welcome Dr. Cantoni's article on Arizona's work in that area. In a covering letter to me Dr. Cantoni writes, "The Senate Bill and the Certification Guidelines have come as the result of many years of struggle, and represent, I think, a solid foundation for better service to language-minority students."
C.J.K

Until recently, Arizona has lagged behind other states—even those having much lower percentages of language minority students—in developing adequate provisions for meeting the unique needs of pupils and students with limited English proficiency. By 1982-83, for example, twenty states had established ESL and/or BME certification criteria; Arizona, however, offered only a bilingual endorsement that required fifteen rather loosely identified hours of coursework and no ESL certification. Consequently, the quality of ESL instruction varied considerably from one classroom to another, as such classes could be taught by teachers with little or no training in this specialty.

Over one-fourth of Arizona's residents come from homes where a language other than English predominates. Some are recent arrivals, such as immigrants and refugees; others belong to ethnic groups that have lived here for a long time. Some of these people are quite fluent in English, and many among them speak no other languages, but their priorities and values continue to reflect their traditional cultures. These linguistic and cultural characteristics must be taken into consideration in the design of appropriate curricula, and the teachers responsible for the instruction of language-minority students should be adequately prepared to serve their unique needs.

Last year the Arizona Legislature passed a Senate Bill (SB 1160) that provides the foundations for significant changes in the education of the state's minority language students. Specifically, the bill mandates equal opportunity to students from a non-English language background (NELB) whose limited English proficiency (LEP) precludes academic success. School districts are required to identify such pupils by surveying the languages spoken in their homes and testing their proficiency in English and in the other language. The oral skills of understanding and speaking must be assessed as well as skills in reading and writing. The students thus identified must be served by special programs described below and re-evaluated at least every two years to determine if they have become able to function successfully in classes taught in English.

Beginning in 1987-88, school districts having ten or more NELB students of limited English proficiency in the same grade level in any school must provide one of the following programs or a combination thereof:

a. A transitional bilingual program for grades K-6 leading to transfer to English-only classes.

b. A bilingual program for grades 7-12 leading to meeting graduation requirements.

c. A bilingual/multicultural program that continues instruction in both languages and enhances them both.

d. An ESL program.

Participation in these programs requires approval from the students' parents.

School districts having no more than nine NELB students of limited English proficiency in the same grade level in any school may use the above options or design individual programs for each student, using paraprofessionals or tutors to implement instruction in the native language under the supervision of a certified teacher. Moreover, SB 1160 includes the provision that "pupils who are not limited English proficient may participate in bilingual programs if space is available."

The availability of both BME and ESL options, or combinations thereof, encourages school districts to rely on sound educational and practical considerations in designing programs reflecting the needs of their students, the wishes of their parents and the feasibility and potential effectiveness of a particular approach. In order to ensure quality of instruction, the Arizona State Department of Education appointed a Task Force to develop guidelines for the endorsement of elementary secondary and special education teachers in the areas of bilingual education and ESL. These guidelines were approved by the Arizona State Board of Education on April 22, 1985, and they become effective on October 1, 1985. Their content is discussed below.

Both certifications are riders on an elementary, secondary or special education certificate, are renewed automatically with the concurrently held certificate, and are valid for the grade level of the certificate.

Bilingual certification is required of all personnel serving in the capacity of bilingual classroom teacher, bilingual resource teacher, bilingual specialist or similar title. ESL certification is required of all personnel serving in the capacity of ESL classroom teachers, ESL specialists, ESL resource teacher or similar title or of any teacher responsible for ESL instruction. Holders of a bilingual certificate are authorized to teach English as a second language, but holders of an ESL certificate are not authorized to serve as bilingual teachers. The two certificates have many common features; both require either 21 hours of coursework in specified areas or completion of an approved Master's degree in the appropriate discipline (ESL or Bilingual Education). Persons who have already taken appropriate courses during their undergraduate or graduate programs or as part of a specialization in reading or other related areas may apply these credits to ESL or bilingual certification without repeating the class.

Of the twenty-one required hours, fifteen must be upper-division or graduate level unless American Indian linguistics has been taken as a lower-division course, in which case only twelve hours must be upper-division or graduate.

Nine semester hours of upper-division or graduate level coursework are required in the area of methodology. The specific content required of ESL teachers, however, differs from that required of bilingual teachers, except for the shared requirement of ESL methodology in bilingual settings including the teaching of English literacy to LEP students. The bilingual methodology courses must cover bilingual methods, materials, curriculum, student assessment and teaching literacy in the student's native language; although instruction may be conducted in English, the use of another language is required in the course components involving micro-teaching and preparation of bilingual lessons. English as a second language methodology courses must cover ESL methods, ESL in content areas, curriculum, materials, teaching English literacy to LEP students, assessment and foundations; these courses must specifically address ESL instruction in bilingual settings at the appropriate level rather than instruction in English as a foreign language.

Both certificates require three hours of upper-division or graduate coursework in linguistics to include psycholinguistics, sociolinguistics, and first and second language acquisition in bilingual settings or American Indian linguistics which may be a lower-division course. Both certificates also require three hours of coursework at any level in the area of culture, to be presented not as a survey of material artifacts, historical events or the artistic achievements of a particular group but rather as a study of the interaction patterns, values and priorities of one or more minority groups and their relationship to those of the majority culture.

The commonality of these requirements between the two areas of certification results in a lessening of the difficulty that school districts and institutions of higher education will experience in arranging for delivery of pre- and in-service courses to teachers who need bilingual or ESL certification, since the same course can serve more than one kind of students.

In addition to the above courses, bilingual teachers must take three hours in foundations of instruction to language minority students. As stated above, this subject must also be taught to ESL teachers, but may be considered part of their training in methodology.

Bilingual teachers working with bilingual exceptional students must take three semester hours of upper-division or graduate level coursework in methods of teaching and evaluating such learners.

Bilingual teachers not working in special education have several options for completing the 21-hour requirement: an additional course

Continued on page 25

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor, *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

Certification

Continued from page 24

in methodology or linguistics, the bilingual special education methods course, a course in teaching content areas in the students home language, or a course in the nature and grammar of English.

In addition to the courses common to both disciplines, ESL teachers must take three hours of upper-division or graduate coursework on the nature and grammar of the English language (which may also be used by bilingual teachers as an option) and a three hour practicum or internship in ESL at the appropriate level. This last requirement may be replaced by two years of verifiable successful ESL or bilingual teaching experience at the appropriate level, in fact reducing the coursework requirement to 18 hours for persons already engaged in teaching ESL.

Bilingual teachers, on the other hand, must have completed student teaching in a bilingual setting at the appropriate level in addition to the 21 hours of coursework unless they have had two years of verifiable successful teaching experience at the appropriate level.

The most substantial difference between ESL and bilingual certificates relates to the requirement for proficiency in a language other than English. Since ESL teachers will be using English as a medium of instruction, they need only to provide evidence of having undergone a second language learning experience that will enable them to appreciate their learner's difficulties in learning a new language.

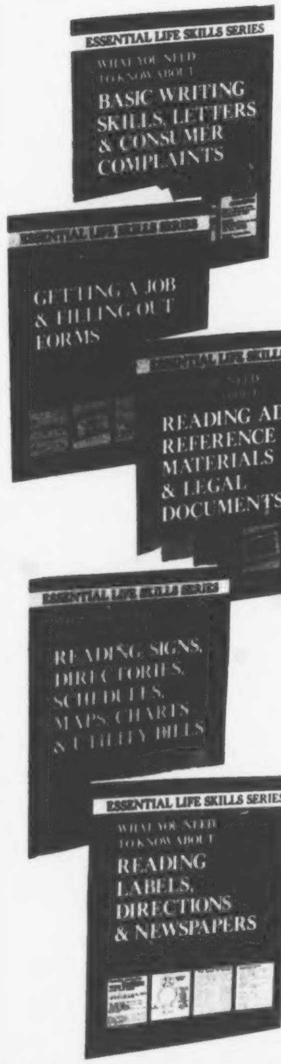
Bilingual teachers, however, must have a high level of proficiency in their students' home language in order to use that language when teaching content. The Arizona Department of Education has developed a Spanish proficiency test that assesses the candidates' ability to use oral and written Spanish for teaching content and for dealing with classroom management and parent conferences. The other minority languages spoken by a large number of Arizona's residents are Navajo, Hopi, Papago and other Native American tongues, and each tribe is responsible for verifying the oral and, where appropriate, written language proficiency of the bilingual teachers working with students from that tribe.

The new requirements for ESL and bilingual certification are still listed in terms of courses, but will soon be translated into lists of skills that must be taught during the coursework. The skills will be stated as competencies that the teachers should apply in the instruction of students of limited English proficiency and in the development of lessons and curricula.

Provisional ESL and bilingual certificates valid for one year and renewable twice will be available to teachers in order to provide them with adequate time to complete the requirements by taking courses during the summer and classes offered on-site by Arizona's institutions of higher education.

Persons interested in obtaining bilingual or ESL certification in Arizona should contact Nancy Mendoza, Director of the Bilingual Office of the Arizona State Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007, U.S.A.

About the author: Dr. Cantoni served as chair of TESOL's Schools and Universities Coordination Committee making numerous contributions to TESOL's work in establishing certification in ESL. She is, at present, Distinguished Professor of ESL and Bilingual Program Development, Center for Excellence in Education, Northern Arizona University in Flagstaff, Arizona, U.S.A.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IIE Opens International Education Center

The Institute of International Education recently announced the opening of its new International Education Information Center.

IIE's new center provides information about higher education exchange to students, educators, and adult learners in the New York metropolitan area. It offers resources on overseas education for U.S. nationals who wish to study abroad and on U.S. higher education for foreign nationals who wish to study in the United States.

Volunteers provide an orientation to the Center, so that visitors can use it effectively in planning their own international education experience.

The center is designed to serve especially the following: 1) U.S. students interested in study abroad; 2) foreign students interested in study in the U.S.; 3) adult learners who want to continue their education internationally; 4) U.S. educators who wish to teach abroad, and foreign educators who wish to teach in the U.S.; 5) the New York City higher-education and secondary-education systems, and the academic community of the metropolitan area; 6) diplomatic personnel and other members of the United Nations family; and 7) employees of multinational corporations and their families.

A brochure about the center is available upon request. Please write to: International Education Information Center, Institute of International Education, 809 United Nations Plaza, New York, NY 10017, U.S.A.

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CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

WILLIAM PATERSON COLLEGE BILINGUAL/ESL CONFERENCE

The 1985 fifth annual WPC Bilingual/ESL Conference on October 25-26 will focus on how best to teach the elementary school child who is attempting to acquire a second language. **Rosita Apodaca** of El Paso, Texas and **Ricardo Otheguy** of the City University of New York are the keynote speakers. For more information about the conference, write to: Gladys Nussenbaum, Director, Bilingual/ESL Program, William Paterson College, 300 Pompton Road, Wayne, New Jersey 07470, U.S.A.

CUNY HOSTS CONFERENCE ON MICROCOMPUTERS AND BASIC SKILLS IN COLLEGE

The City University of New York is sponsoring a conference **Microcomputers and Basic Skills in College,** to be held at the Vista International Hotel in New York City, November 22-24, 1985. Information and registration forms are available from: Geoffrey Akst, Conference Chair, City University of New York, Office of Academic Affairs, 535 East 80th Street, New York, NY 10021, U.S.A.

TNTESOL CALL FOR PAPERS AND PARTICIPATION

Tennessee Teachers of English to Speakers of Other Languages (TNTESOL) announces its annual meeting April 10-12, 1986 at the Sheraton Memphis, Memphis, Tennessee. Send proposals to: Frank Leach, University of Tennessee, Martin, Tennessee 38328, U.S.A. Deadline: February 1, 1986. All presenters must be registered participants in the conference.

NINTH ANNUAL CONFERENCE ON INTERNATIONAL EDUCATION

The Community Colleges for International Development, Inc. (CCID) will present its ninth annual conference on International Education from February 11-14, 1986. The conference theme is **Washington, D.C.: Linking Sources and Resources.** The conference will be held at the Sheraton Washington Hotel.

The conference will focus on ways in which sources and resources located in Washington, D.C. can be creatively and effectively linked to enhance the international dimension of the community college. The conference program will include plenary presentations, roundtable sessions, a resource room for the distribution of relevant materials, and conference-related receptions and social events. Opportunities will be provided to hear presentations by and to meet with representatives of national and international associations and organizations, foundations, the federal government, and foreign embassies plus leading educators.

Detailed information about the conference, including registration forms and hotel accommodations, are available. For further information, please call (305) 632-1111, extension 3050, or write: Community Colleges for International Development, Inc. Brevard Community College, 1519 Clearlake Road, Cocoa, Florida 32922, U.S.A.

ILLINOIS TESOL/BE ANNUAL STATE CONVENTION

Illinois TESOL/BE's 1986 14th annual convention, **Putting Theory Into Practice,** will be held February 7-8, 1986 at the American Congress Hotel in Chicago, Illinois. For registration information, write to: Richard A. Orem, Executive Secretary, Illinois TESOL/BE, Graduate Studies in Adult Continuing Education, 101 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115, U.S.A.

LOOKING AHEAD IS THEME OF ABC/TEAL CONFERENCE

The 19th annual conference of the Association of British Columbia Teachers of English as an Additional Language will be held on March 13-15, 1986 at the Richmond Inn, Richmond, B.C. The conference theme is **Looking Ahead,** and the three-day meeting will feature speakers, workshops, papers and panel discussions on a variety of topics. For registration information, contract: TEAL '86 Registrar, 1047 West 12th Avenue (apt. 447), Vancouver, British Columbia V6H 1L5, Canada.

NATIONAL CONFERENCE ON WRITING ASSESSMENT

The National Testing Network in Writing, The City University of New York, and Cuyahoga Community College announce the fourth annual **Conference on Writing Assessment** on April 16-18 in Cleveland, Ohio. This national conference is for educators, administrators, and assessment personnel and will be devoted to critical issues in assessing writing in elementary, secondary, and postsecondary settings. Discussion topics will include theories and models of writing assessment, assessing writing across the curriculum, the politics of testing, computer applications in writing assessment, the impact of testing on minority students and on ESL students, and research on writing assessment. For information and registration materials, please write: Professor Mary Lou Conlin, Cuyahoga Community College, 2900 Community College Avenue, Cleveland, Ohio 44115, U.S.A.

INTERNATIONAL SIMULATION AND GAMING ASSOCIATION

The 17th annual conference of the International Simulation and Gaming Association will be held at the University of Toulon, French Riviera, 1-4 July 1986. The conference theme is **Simulation and Communication,** which is to be interpreted as broadly as possible and includes such areas as social interaction, intergroup relations, language learning and behavior, and intercultural communication. A pre-conference workshop, 28-30 June, will be held involving multilingual communications and international relations. The workshop is affiliated with the University of Maryland, U.S.A. Following the conference there will be a summer school (starting 7 July) offering courses in French as a foreign language (with reduced rates for conference goers). For more information, please contact Crookall/ISAGA 86, Université de Toulon, Avenue de l'Université, 83130 LaGarde, France. Home telephone: (94) 75-48-38.

TESOL'S 20TH CONVENTION THEME: *PROJECTIONS*

TESOL's twentieth annual international convention will be held March 3-8, 1986, at the Anaheim Hilton Hotel in Anaheim, California, U.S.A. The theme of this anniversary convention will be **Projections**, and throughout the program plenary speakers and planned activities will focus our attention on the organization's future direction by examining our past accomplishments and present practices.

When our '85 convention closed in New York last April, a host of TESOLers began working hard at locations worldwide to put together a professionally stimulating and informative convention. Much of the academic program of colloquia, workshops, papers, demonstrations, poster sessions, and Interest Section sessions is already in place, and we can promise convention-goers state-of-the-art information on everything from research to classroom techniques. Arrangements are being made for local educational visits, teacher-made materials, a video theater, and elementary and secondary education swap shops. Breakfast seminars will provide participants with opportunities to network with specialists whose principal interests coincide with their own. In addition, extensive numbers of exhibitors will display the latest titles in student and teacher-training texts, research, videos, and computer software.

The social side of the convention will begin on Monday night with the presidential reception and dance following the opening plenary address. On Wednesday, TESOLers can dine and dance among the ghosts of the thirties in that vintage floating palace, the *Queen Mary*. Other opportunities will include escorted ethnic dinners and a host of local attractions such as Knott's Berry Farm, Universal Studios, the San Diego Zoo, Beverly Hills and everyone's favorite, Disneyland.

Besides the academic and social attractions, convention services will include an employment clearinghouse, a special orientation for first-timers, and taping of selected sessions. Our November mailing to members will contain information on the program, hotel accommodations, special discount air fares, and airport-to-hotel ground transportation, as well as forms for preregistration and hotel reservations.

SPECIAL VOLUNTEER SOUGHT: Assistant Editor, *TESOL '86 Convention Daily*

Do you want to be at the information hub of the convention? Have you always longed for the "front page challenge"? Now's your chance to apply for the position of assistant editor for the *TESOL '86 Convention Daily*.

Experience in typing, newswork, and graphics helpful but not necessary. Experience in being organized and keeping cool under pressure valuable.

Please write to Lise Winer, *TESOL '86 Convention Daily* Editor, Department of Linguistics, Southern Illinois University, Carbondale, Illinois 62901, U.S.A. or call (618) 536-3385.

ANNOUNCEMENTS

Continued from page 27

RELC REGIONAL SEMINAR

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold its 21st regional seminar, 21-25 April 1986 in Singapore. The theme of the seminar is **Patterns of Classroom Interaction in Southeast Asia.**

The objectives of the seminar are: 1) to report and review significant studies of classroom interaction conducted in recent years particularly in Southeast Asia; 2) to discuss the findings of these studies in the light of theoretical knowledge derived from recent developments in sociolinguistics, language pragmatics, ethnomethodology, discourse analysis, language acquisition research, etc.; 3) to study the influence of sociocultural factors on patterns of classroom interaction, both verbal and non-verbal; 4) to study the pedagogical implications for teacher training, evaluation of teaching, methodology and curriculum development, with special reference to Southeast Asia; 5) to make recommendations for the improvement of classroom organization and teaching, teacher training and teacher evaluation, curriculum development, etc., in the light of the findings from recent research; and 6) to consider and suggest guidelines for future research in the area.

Further information and invitations to participate in the seminar can be obtained from the following address: Director, (Attention: Chairman, Seminar Planning Committee) SEAMEO Regional Language Centre, RELC Building 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

CALL FOR PROPOSALS FOR CONFERENCE ON COLLEGE LEARNING ASSISTANCE CENTERS

The 8th national **Conference on College Learning Assistance Centers** will be held May 15-17, 1986. It is sponsored by the Office of Special Academic Services of Long Island University (Brooklyn Campus). Proposals are invited on topics such as: computer assisted instruction; program evaluation; critical thinking skills; basic skills; ESL, cognitive skills; and materials development. Guidelines for proposals: practical in nature; about 200-250 words in length; submit three copies; include your title, department, office and home telephone numbers; indicate equipment needs; attach a brief biography or resume. Submit proposals by January 15, 1986 to: Elaine A. Caputo, Conference Chairperson, Special Academic Services, Long Island University, Brooklyn, NY 11201, U.S.A. Telephone: (718) 403-1020.

BETNET CREATED BY NCBE

The Bilingual Education Telecommunications Network (BETNET) is a system created by the National Clearinghouse for Bilingual Education (NCBE) to facilitate the sharing of information and resources among those working with limited English proficient populations, by linking educational organizations through computer terminals.

Services provided through computers are the BLNG Electronic Newsletter on Bilingual Education; JOBS, the NCBE Electronic National Job Bank; MSGS, an Electronic Mail system for inter-BETNET, such as ERIC, BEBA, Resource in Computer Education (RICE), Exceptional Child Education Resources, and others.

For further information or to apply for BETNET membership, please contact: Zuzel Echararria, Information/Dissemination Coordinator, BESES Center, Florida International University, Tamiami Campus, Miami, Florida 33199, U.S.A. Telephone: (800) 325-6002

LANGUAGEPAPER: A Newsletter for Foreign Language Teachers

A new newsletter, *LanguagePaper*, is now being published for persons associated with foreign languages. *LanguagePaper* is designed to encourage the study of foreign languages and to enhance their use. Acknowledging traditional values to language study we emphasize a pragmatic approach to educators, employers, and to the individual.

Each issue of *LanguagePaper* contains abstracts of resumes as well as language-related items, e.g., employment opportunities and information about various companies, organizations, and their services.

To receive a complimentary copy of *LanguagePaper*, send a self-addressed, stamped envelope to: O. LeGrande Eliason, Director, LeGrande Eliason International, P.O. Box 193, Walnut Creek, California 94597, U.S.A. Requests for complimentary copies from outside the U.S. will be honored with a self-addressed envelope.

LINQUISTIC INQUIRY

You are cordially invited to subscribe to *Linquistic Inquiry* to keep abreast of the latest theoretical development with articles which transcend disciplinary boundaries and bridge language families. To subscribe write to MIT Press Journals, 28 Carleton Street, Cambridge, Massachusetts 02142, U.S.A.

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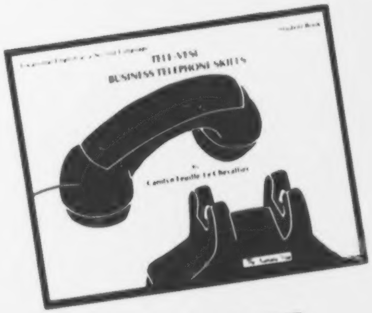

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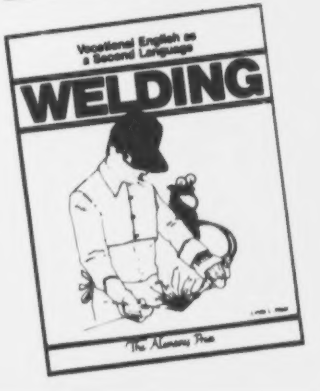

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A RAINBOW OF PERSPECTIVES IN TESOL

JULY 7 — AUGUST 15, 1986

The Department of English as a Second Language of the University of Hawaii at Manoa is pleased to announce that it will be hosting the 1986 TESOL SUMMER INSTITUTE. We hope the following information will be of some help to you as you consider your plans for next summer.

FACULTY

In addition to the University of Hawaii's own diverse and reputable faculty, experts from around the world will be offering courses in their specialty areas. Faculty members for the 1986 Institute will include (but not limited to):

Roger Andersen (UCLA)
Kathleen Bailey, Director, TESOL Summer Institute
 (Monterey Institute of International Studies)
H. Douglas Brown (San Francisco State)
J. D. Brown (University of Hawaii)
Patricia Carrell (Southern Illinois University)
Ruth Cathcart (Monterey Institute of International Studies)
Craig Chaudron (University of Hawaii)
Susan Gass (University of Michigan)
Barbara Kroll (University of Southern California)
Diane Larsen-Freeman (School of International Training)
Michael H. Long (University of Hawaii)
Bernie Mohan (University of British Columbia)
Martha Pennington (University of Hawaii)
Suzanne Romaine (Oxford University)
Charlene Sato (University of Hawaii)
Richard Schmidt (University of Hawaii)
Thomas Scovel (San Francisco State University)
Michael Strong (University of California/San Francisco)

CURRICULUM

Institute participants will be able to select from a wide variety of undergraduate and graduate-level courses. Both theoretical and applied aspects of second language teaching and learning will be explored.

At least half of the courses will run for the full six-week session. In order to accommodate participants whose academic schedules run counter to Hawaii's, we will also be offering intensive three-week courses. These will run from July 7 through July 25, and from July 28 through August 15.

HOUSING

Those students who will be staying throughout the six weeks will be eligible for regular on-campus housing at the University. Since housing is scarce and expensive in Honolulu, the Summer Institute staff highly recommends that all participants take advantage of student housing. The following costs for the six-week session (double occupancy in a dormitory room) are subject to change: low-rise dormitory, $315; high-rise dormitory, $374.

Meal-plans are mandatory for dormitory residents. Students may choose between two plans for meals Monday through Friday. Estimated costs for the six-week session are $176 for 10 meals/week; $200 for 15 meals/week.

Applications for summer housing will be mailed in early February.

TUITION AND FEES

Tuition fees for Hawaii residents will be $36 per credit hour; non-residents, $72 per credit hour; Most (not all) courses will count as 3 credit hours.

The Institute fee for six weeks is $100; for three weeks, $65. This entitles participants to all of the Institute's events.

OTHER ACTIVITIES

Organizers of the 1986 Summer Institute are also planning a number of extra academic sessions: the Forum Lecture Series; the Friday Sessions on Current Topics in TESOL; and the TESOL Summer Institute Colloquia, Pidgin and Creoles: Issues in Language Acquisition and Education.

Leisure and social activities are planned as well and there will also be many opportunities to explore our lovely islands with other participants or on your own.

If you would like to be placed on the 1986 TESOL Summer Institute mailing list and receive additional information as it becomes available, complete (please type if possible) and return the form below to: Pamela Pine, Assistant Director, TESOL Summer Institute, Department of English as a Second Language, University of Hawaii, 1890 East-West Road, Honolulu, Hawaii 96822, U.S.A.

Name: ____________________

Mailing Address: ____________________

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University or Affiliation: ____________________

Special Interests or Requests: ____________________

____

____

I plan to register for [ ] Undergraduate [ ] Graduate courses.

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ANNOUNCEMENTS

Continued from page 28

NEW NEWSLETTERS FOR CALL EDUCATORS

Educational Resources & Information Services of Eugene, Oregon, in conjunction with Kairinsha International of New York is proud to announce the publication of two newsletters of interest to computer-using educators. *CALL Digest*, published monthly, focuses on the uses of computers in language learning with a special emphasis on uses for ESL/EFL instruction. *US CAI News*, a Japanese language newsletter published in Japan, is designed to acquaint Japanese educators with developments in the uses of computers in education in the U.S.

The content of *CALL Digest* is directed at language teachers and program administrators wanting information about the uses of computers in language learning in order to make informed choices, as well as at those already involved and wanting to stay informed of new developments. Each month *CALL Digest* gathers together and "digests" information about the latest trends in sales and the use of computers. New products of potential use in language teaching are highlighted. Relevant research studies are summarized, and a software evaluation of interest to computer-using language teachers is featured. Subscriptions for *CALL Digest* are $24 per year for 12 issues (airmail overseas $40 please). Send subscription requests payable to K.I.N.Y., 2024 Center Ave. #26, Fort Lee, NJ 07024, U.S.A. A complimentary sample copy will be gladly sent on request.

Subscription information regarding *US CAI News* should be addressed c/o Kairinsha, Inc., Bashamichi Square Bldg. 3F, 4-67-1 Benten St., Naka-ku, Yokohama 231 Japan.

SOFTWARE SOUGHT FOR CLEARINGHOUSE FOR ESL PUBLIC DOMAIN SOFTWARE

The Ohio Program of Intensive English and the Linguistics Department of Ohio University announce the formation of the Clearinghouse for ESL Public Domain Software. They are seeking ESL software for the Clearinghouse library which they will then copy and distribute on request. The Clearinghouse hopes to have enough programs by March 1986 to distribute a newsletter containing a catalog of available programs.

If you have any programs, large or small, which you have created for ESL students and don't plan to market commercially, sending them to the Clearinghouse will make it possible for others to make use of them. It is hoped that the Clearinghouse will become a viable forum for the exchange of freely copyable, unprotected software both to increase the amount of available software and to promote the development of programming skills among ESL professionals.

At present, the Clearinghouse is limited to copying disks for the following computers: Apple II, II+, IIe, IIc, Macintosh 128/512k; IBM PCjr, PC, XT (and compatibles); Commodore 64—all 5¼ inch discs except Macintosh 3½ inch. For further information regarding submission criteria or to place your name on their newsletter mailing list, write to Philip Hubbard, Linguistics Department, Ohio University, Athens, Ohio 45701, U.S.A.

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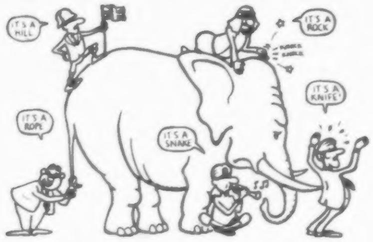

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JOB OPENINGS

Sperry Arabia Limited, Saudi Arabia. Sperry Arabia Limited has immediate openings for English language instructors in Saudi Arabia. Requirements include a Bachelor's degree and a minimum of two years experience in TEFL/TESL. Competitive salary, R & R, home leave, housing, meals, transportation, and other benefits provided. Call Bill Deringer at (703) 684-6444 or mail complete resume to: Bill Deringer, Sperry Arabia Limited, c/o Coastal Energy Enterprises, 1426 Duke Street, Alexandria, Virginia 22314.

Centro Colombo-Americano, Bogotá Colombia. Largest TESL Center in Colombia and among largest in Latin America offers openings for TESL instructors and curriculum designers for January, 1986. Must have M.A. in TESL/TEFL or B.A. in Education with certification in English for work visa. Excellent for recent graduates desiring an exciting overseas experience. Round trip air fare and settling in expenses provided. Excellent fringe benefits. For further information, write: Academic Director, Apartado Aereo 38-15, Bogotá, Colombia.

Tokyo, Japan. A one-year position available from 1986-1987 for a full-time ESL professor to teach the Sound System of English, The Grammars of English, and Applied Linguistics in the M.E. TESOL program of Temple University in Tokyo, Japan. Ph.D. or Ed.D. in ESL preferred. (Salary range $27,000-$32,000). Closing date for applications will be January 15, 1986. Interviews of final ten candidates will be held during the TESOL Convention to be held from March 3-7 in Anaheim, California. Send letter and vita to Dr. Terry Parssinen, Associate Provost for International Education, Temple University, Philadelphia, Pennsylvania 19122.

ROKA Language Training Department, Sungnam City, Korea. The Republic of Korea Army Administration School, near Seoul, seeks experienced ESL teachers for an intensive ESL program for career officers starting January 4, 1986. Salary W 1,400,000 monthly. Other benefits: furnished two-bedroom apartment, utilities, R/T air ticket, two-weeks vacation, eight days sick leave. Medical insurance available. One-year contract renewable. Send current resume (including telephone number) and photo to: Col. Min Pyung Sik, Director, ROKA Language Training Department, P.O. Box 2, Chang Gok Dong, Sungnam City, Kyonggi Do, 130-19, Korea. Telephone: Seoul 543-9611.

Odawara, Japan. The Language Institute of Japan (LIOJ) has a small number of positions open beginning in the spring of 1986. The program is intensive and residential, and our highly motivated students are mostly businessmen and engineers from top Japanese companies. Instructors should have teaching experience, and an M.A. in TEFL or international relations or business administration. Opportunities also exist to work on our journal, *Cross Currents*. For further information, write: John Fleischauer, Director, LIOJ, 4-14-1 Shiroyama, Odawara, 250 Japan. A representative will be in North America in March at TESOL '86 to conduct interviews.

Sendai, Japan. Full-time English Teacher for children and adults. Energetic, positive, native speaker with university degree (ESL/EFL or related preferred), teaching experience and a strong interest in teaching and learning necessary. Familiarity with "new" trends and approaches (e.g., TPR, CL-L notional/functional syllabi, etc.) extremely useful. Two-year contract. Training (with pay) provided. Competitive salary and transportation provided. (Sendai is located appr. 400 km (2 hours by bullet train) north of Tokyo. The greater metro-area population is about 1,200,000.) For more information, contact: New Day School, 2-15-16 Kokubuncho, Sendai, 980 Japan. Tel: (0222) 65-4288.

Tokyo, Japan—University of Pittsburgh English Language Institute, Japan Program. Openings for full-time EFL instructors with relevant M.A. and teaching experience. Two-year contract beginning April 1986. Benefits include competitive salary plus bonuses, round-trip transportation, insurance. Send inquiry with resume to Robert Henderson, Director, University of Pittsburgh ELI Japan Program, 2-6-12 Fujimi, Chiyoda-ku, Tokyo, Japan 102.

Houston, Texas. ESL instructors needed for an ESL language institute. Requirements: M.A. in TESOL or applied linguistics—also foreign language education with TESL specialization. Two or more years teaching experience in ESL preferred but will consider recent M.A. graduate. Salary: part-time $10 per hr., full-time $15,000 to $17,000 annually. Applications taken all year. Send complete resume to: Director, The Institute of English, 2650 Fountainview, Suite 225, Houston, Texas 77057, U.S.A.

The Experiment in International Living is seeking applicants for ESL teacher supervisor for its refugee camp programs in Panat Nikhom, Thailand and Galang, Indonesia. ESL teacher supervisors provide training to Thai and Indonesian ESL teachers in theory and methodology and supervise the implementation of competency-based ESL curriculum for refugees resettling in the USA. Qualifications: sustained teacher training and supervising experience, ESL classroom experience overseas, graduate degree in ESL or equivalent, proven ability to work in a team atmosphere in challenging conditions. Salary: $15,500/year plus major benefits. Starting Date: immediate openings both sites. To apply, send current resume to: Mr. Peter Fallon, Projects and Grants, EIL, Brattleboro, Vermont 05301. (802) 257-4628. AA/EOE, U.S.A.

International Academy for Yourth, Sapporo, Japan. IAY, the leading private language institute in Sapporo, is soliciting resumes from Japanese citizens for the full-time (35 hours/week) position of English Conversation Instructor to adults. Duties include teaching and assistance with program administration. Degree in a TESOL-related field from a non-Japanese university and teaching experience preferred. Send resume in English and Japanese with photo and phone number to: Ms. Hiroko Kasuya, Head Instructor, IAY, Hinode Bldg. 5F, Nishi 4, Minami 1, Chuo-ku, Sapporo, 060 Japan. Telephone: 011-281-5188.

Teachers College, Columbia University, New York City. Search reopened for applied linguistics assistant/associate professor (tenure-track) to teach basic courses, direct dissertation research, and train language teachers in the use of computers in the classroom. Candidates should have an optimal combination of a doctorate; published research; experience in language teaching, teacher training, administering academic programs; a track record in obtaining funding for and administering research projects; expertise with computers as they are used in research and language teaching. Send letter and vita by December 1, 1985, to Professor Clifford Hill, Program in Applied Linguistics, Box 66SC, Teachers College, Columbia University, New York, N.Y. 10027, U.S.A. AA/EOE

Queens College, City University of New York. Queens College is seeking applicants to teach theory and methodology courses in M.A. TESL Program in China, June 16-August 15, 1986. Teaching load is two courses totaling twelve hours per week. Ph.D. required. Salary: 1500 Yuan per month plus vacation allowance. Roundtrip air transportation and housing provided for staff and spouses. Send resume to Howard Kleinmann, College English as a Second Language, 65-30 Kissena Boulevard, Flushing, New York 11367, U.S.A. Telephone: (718) 520-7754. AA/EOE

Queens College, City University of New York. Queens College is seeking applicants to teach applied linguistics courses in M.A. TESL Program in China for 1986-87 academic year, September-June. Teaching load is two courses per semester totaling eight hours per week. M.A. required. Salary: 900 Yuan per month plus vacation allowance. Roundtrip air transportation and housing provided for staff and spouses. Send resume to: Howard Kleinmann, College English as a Second Language, 65-30 Kissena Boulevard, Flushing, New York 11367, U.S.A. Telephone: (718) 520-7754. AA/EOE

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Vol. XIX No. 6 **Teachers of English to Speakers of Other Languages** **December 1985**

Listening Comprehension: Student-Controlled Modules for Self-Access Self-Study

by Joan Morley
The University of Michigan

Current Directions in Language Learning/Teaching: A Synopsis

During the last fifteen years ideas about language learning and language teaching have been changing in some very important ways. Significant developments in perspectives on the nature of second language learning and learner processes have had a marked effect on language pedagogy. This influence is reflected in a steady flow of instructional innovations—in methodology, in learning materials, and in teaching techniques.

A variety of features characterize current directions in the language learning and teaching field including the following. Some are old and familiar ideas; others reflect relatively new perspectives (Morley 1984).

(1) a focus on learners as active creators in their learning process, not as passive recipients.

(2) a focus on genuine communication and the integrative components of communicative competence.

(3) a focus on language function, as well as on language form.

(4) a focus on the learner's language and what it may reveal about the language-learning process.

(5) a focus on the individuality of learners and individual learning styles and strategies.

(6) a focus on the intellectual involvement of learners in the learning process.

(7) a focus on a humanistic classroom and the affective dimensions of language learning.

(8) a focus on an interactive mode of communicative classroom instruction, one that fosters creative interaction among and between learners.

(9) a focus on the special purpose language needs of particular groups of students.

(10) a focus on the creative use of technology to enhance language learning with special attention to an explicit role for principled self-access self-study instructional materials.

(11) a focus on well-defined out-of-the-classroom learning experiences.

(12) a focus on teachers as managers of language-learning experience, not as drill-leaders and presenters of materials.

Within the broad scope of inquiry into aspects of language learning/teaching in recent years virtually every facet of language study has come under scrutiny. This paper concentrates on the specific language area of listening comprehension. The particular emphasis is on developing self-access self-study materials for individualized learner use. The features listed above are reflected in both the content selection and the procedural design for self-instructional listening activities.

Listening and Language Learning: A Review

Listening is used more than any other single language 'skill' in our daily communicative encounters. Furthermore, it is important to recognize that we engage in two similar but somewhat different kinds of listening in which we play different roles: *two-way* interactive communication and *one-way* self-active communication. Neither is a passive 'spectator' endeavor; both are highly active participatory experiences. In the first case, *two-way communication*, the listening is set in an *interactive* collaboration with the possibility of clarifying and verifying as meaning is negotiated. In the second case, *one-way communication*, the listener has only himself/herself with whom to have a *self-active* dialogue and has to resolve problems of clarification/verification by following personal intuition, as meaning is 'negotiated' by oneself.

Despite the primacy of listening, most of us take listening for granted, often with little overt awareness of our performance as listeners. C. Weaver, in *Human Listening: Processes and Behaviors* (1977), comments on the elusiveness of our listening awareness: "After all, listening is neither so dramatic nor so noisy as talking. The talker is the center of attention for all listeners. His behavior is overt and vocal, and he hears and notices his own behavior, whereas listening activity often seems like merely being there—doing nothing."

Much of the language learning/teaching field also took listening for granted for many years, although an occasional plea for attention to listening was made from time to time by respected leaders in the field. G. Newmark and E. Diller (1964) emphasized the need for ". . . having students spend more of their time listening to natural speech and authentic models of the foreign language" and the need for ". . . the systematic development of listening comprehension not only as a foundation for speaking, but also as a skill in its own right" (1964). Wilga Rivers (1966) called for prominent attention to listening comprehension and dealt directly with teaching listening skills (1966). But as R. Blair (1982) observed in *Innovative Approaches to Language Learning*, special attention to listening just didn't 'sell' until rather recent times.

Slowly and steadily in the last few years, however, listening has come into its own in the

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TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1500 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the editors in charge of those pages. Affiliate and Interest Section News: *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; Book Reviews: *Ronald Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; International Exchange: *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 9DP, Scotland*; It Works: *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; On Line: *Richard Schreck, University of Maryland, University College, College Park, Maryland, 20742*; Miniscules: *Howard Sage, 720 Greenwich Street (4-M), New York, NY 10014*; Standard Bearer (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

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February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: February 20th for the April TN

President's Note to the Members

The mid-year meeting of the Executive Board took place in Washington, D.C. from October 12-14—three long days of intense input, discussion and debate. Present at the meeting, in addition to the Board members, were the Executive Director, James Alatis, the Executive Assistant, Carol LeClair, the three Coordinators (Convention—Rosemarie Lytton, Field Services—Susan Bayley, Publications—Julia Frank-McNeil) and Alice Osman, Editor of the *TESOL Newsletter*, a major vehicle of communication between the Board and the membership.

Consideration of the budget estimates for '86 was the principal item on the agenda. Prior to making budgetary decisions, the Board heard reports from all the major components of the organization—Interest Sections, Affiliates, Committees (Awards, Nominations, Professional Standards, Publications, Rules and Resolutions, Socio-Political Concerns), ad hoc Committees (International Concerns, Public Relations), the Editors of our regular publications (*TESOL Newsletter*, *TESOL Quarterly* and the *Convention Daily*) and the organizers of our annual convention and other professional gatherings. Such a review of work in progress left no doubt in the minds of Board members that much had been accomplished since April and that plans for the rest of this year were well laid.

Following receipt and discussion of the report from the Search Committee for a full-time Executive Director, the Board requested that I use this column to provide a summary of progress made by this committee to date. The Search Committee reported having researched how other cognate organizations (e.g., NAFSA, ACTFL, NCTE, all of which have full-time Executive Directors) view the position. In addition, the Committee has conducted a mail and telephone survey of TESOL members to solicit opinion as to the expectations an organization might reasonably have of its Executive Director. James Alatis and the rest of the Central Office staff were also interviewed. The Committee then drafted, having considered the input received, a job description and job announcement, together with details of the next steps required and costs involved.

At the same time as this report was being discussed, the Board had for its consideration the two letters of dissent received in response to my letter to the membership of June 20—the first was from an individual member, the second, printed on page 12 of this issue, was from the WAESOL Board. It also received copies of two letters from the Executive Director to the chair of the Search Committee (dated June 21, 1985 and July 3, 1985) which contained James Alatis' considered response to the decision. These items of correspondence and some additional personal communication to Board members raised three major questions to which I have been asked to respond.

1) Why was the membership not consulted prior to the decision being made to move from a part-time to a full-time Executive Director?

2) Would TESOL not be better served by having a part-time Executive Director who concurrently occupies an academic position in a university?

3) Can TESOL *afford* a full-time Executive Director at this time?

Let me take each of these in turn.

1) At the October '83 meeting where this decision was made, the members of the Board read the Constitution as giving them the responsibility for making such a change. Neither Board since then has seen fit to challenge that interpretation. Perhaps they were influenced by the fact that no change in policy was being made and that no previous additions or changes to the Central Office staff have ever been brought before the membership. In short, the October '83 Board carried out what it understood to be its function and mandate. In hindsight, however, the present Board recognizes that a fuller explanation to the membership of the reasons behind the decision at the time it was made might have been desirable.

2) This was, indeed, a key question considered by the October '83 Board, prior to making the decision, as I mentioned in my letter of June 20. Let me elaborate. During long hours of discussion, Board members described what they saw as the tasks facing TESOL for the rest of this century. They then divided these tasks into, on the one hand, those that could reasonably be undertaken by the elected leadership with the support of Central Office staff and, on the other hand, those which needed the personal attention of the organization's Chief Executive Officer. As the list directed at the latter grew, including items relating to financial management, socio-political action, supervision of the substantial Central Office staff and provision of professional growth opportunities for them, it became increasingly clear that the job we were describing could not, in all fairness, be expected of a part-timer. The minutes of the October '83 Board meeting acknowledged that it was our current *part-time* Executive Director who had been largely responsible for the organization's growth from a few hundred to over 11,000, its present financial solvency and its position of influence. That same Board concluded that as TESOL's 20th anniversary approached, it should act in a pro-active manner, in keeping with the example set by our Executive Director, and plan for the organization's next stage of development in a bold, but not precipitous, manner. Hence the almost four year period established between the decision to move to a full-time Executive Director and the proposed implementation of that change. During the most recent Board meeting, that decision was confirmed with the unanimous acceptance of the Search Committee's drafted job announcement. The announcement makes it clear that TESOL will be looking for a professional in the field with much the same qualifications, background, skills and influence as our present part-time Executive Director has. The change we are seeking is that the person will be available to devote full-time to the organization, either as a direct employee or as a person on loan from an academic position. We hope that the traditional link with Georgetown University will remain through the person of our Executive Director Emeritus.

3) The Search Committee's calculations indicate that we should increase the Executive Director line in the budget by about $30,000 to

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Nominating Committee Completes Slate:

CANDIDATES FOR THE TESOL EXECUTIVE BOARD ANNOUNCED

The Nominating Committee, composed of Cheryl Brown, Diane Larsen-Freeman, Dorothy Messerschmitt, Denise Staines and Mary Hines, chair, worked from April through October, 1985 to complete a slate of nominees for TESOL 1986-87 first and second vice presidents and Executive Board member-at-large. These candidates join the slate of six others nominated by the Affiliate and Interest Section Councils in April, 1985 at the TESOL convention in New York City.

The candidates have been asked to provide biographical information for the ballot together with their statements of philosophy about TESOL, which also appear below. Readers are reminded that the ballots, which have been sent to all paid up voting members of TESOL, are to be returned to the TESOL Central Office no later than February 4, 1986.

CANDIDATES FOR FIRST VICE PRESIDENT

JoAnn (Jodi) Crandall
Center for Applied Linguistics
Washington, D.C., U.S.A.

We in TESOL are fortunate to be members of a diverse and active international professional association. Our strength lies in our 11,000 members, whose interests include teaching, materials development, teacher education, and research. Our strength is also in the many TESOL affiliates who provide resources and direction for English language teaching around the world. TESOL publications, committees, and Interest Sections provide a forum for teachers and researchers to discuss theory and practice in language teaching. As we look to the future, with the growing need for English, TESOL members increasingly will be asked to provide assistance to educational ministries, certification agencies textbook publishers, and government policy makers. We will want to meet this challenge in the same thoughtful way that we have addressed other professional concerns in the past. We will also want to strengthen our ties with other English language teaching associations and those related organizations which share our commitment to excellence in language and academic instruction.

Carlos A. Yorio
Lehman College, City University of New York
New York, New York, U.S.A.

At this point in its history, TESOL has to deal with various issues, some large, some small, all of them important. As an international organization with a very large U.S. membership base, TESOL has to set priorities that reflect these interests, which may be diverse but are rarely conflicting. Because of my international background and experience, I feel that I can be particularly sensitive to both the national and international interests of TESOL.

In the U.S., I intend to focus on the contribution that TESOL can make in defending sound bilingual education programs at all educational levels, at this time when the foundations and roles of these programs are being reevaluated.

At home, TESOL's internal reorganization must be completed smoothly, to make certain that everybody's interests are served well and that we can all work harmoniously together.

CANDIDATES FOR SECOND VICE PRESIDENT

Maureen Callahan
Seneca College of Applied Arts and Technology
Toronto, Ontario, Canada

Professionals in the field of TESL are being asked to respond to a wider and more demanding set of needs not only from our educational institutions but, increasingly, from government, the community and the corporate sector. Whether we are teachers, researchers, teacher educators, administrators, materials developers or program designers, we need a link through which we can communicate and share our ideas and a collective voice in which we can express our professional concerns. TESOL, through its central organization, publications, affiliates and interest sections, provides that link and gives us that voice. The annual convention must provide a comprehensive program which offers new developments in theory and practice along with opportunities to consult and exchange ideas, which attempts to reduce magnitude and emphasize the common concerns of diverse groups through establishing communication links and involving many, which creates an atmosphere for thoughtful assessment, and which generates the excitement of professional growth.

Lydia Stack
Newcomer High School
San Francisco, California, U.S.A.

As TESOL enters its 21st year, there are exciting times ahead. Becoming truly international and responsive to the needs of all members at all levels are the challenges the organization faces. The annual conference is one way TESOL attempts to address the ever changing world-wide issues facing professional in the fields of language teaching, language research, and teacher education. I believe that the Interest Sections should play a major role in conference planning and abstract selection. The conference networking among Affiliates is an important interchange that helps effect solutions for organizational and financial problems. This year as associate chair of TESOL '86 I have utilized existing technology to computerize conference program information and I am committed to systematizing the process for future conferences. As an experienced conference planner, I welcome the opportunity to contribute to the organization in the capacity of second vice president.

CANDIDATES FOR EXECUTIVE BOARD MEMBER-AT-LARGE 1986-89

Donald Freeman
School of International Training
Brattleboro, Vermont, U.S.A.

As a language teacher and teacher educator, I believe the TESOL organization fulfills two major functions: linking people on local, regional, and international levels to promote professional identity, and exchanging information and opinion on teaching/learning, research, materials and other matters of concern. TESOL faces two challenges: strengthening its scope as a truly international, intercultural organization through the work of the affiliates, and balancing the needs and directions of various constituencies represented through the I.S. structure. I see these challenges as complementary; indeed by integrating them, we will vitalize the organization as a whole.

Richard A. Orem
Northern Illinois University
DeKalb, Illinois, U.S.A.

These are exciting and challenging times for TESOL, marked by a transition in leadership structure from within coupled with ever growing demands for English language instruction around the world in spite of diminishing or stable resources. Given this context, I believe TESOL can best serve its membership not only through continued support of scholarship and service at conventions and institutes and through publications, but also by strengthening ties with decision makers outside the profession who largely determine the limits of our success in the classroom. How we facilitate the continued growth and vitality of our field of practice may very well be the greatest challenge of the next twenty years.

Thomas N. Robb
Kyoto Bangyo University
Kyoto, Japan

While TESOL has been "international" for many years, it has yet to tackle its responsibilities as an international organization with the same zest that it has put into U.S. concerns. While further expanding its services to its American members, I hope that TESOL will also be able to initiate new programs of relevance to the global profession. I would like to encourage more national organizations to affiliate with TESOL and to undertake a comprehensive survey of the status of English teaching in each country around the world.

CANDIDATES FOR AFFILIATE COUNCIL REPRESENTATIVE TO THE EXECUTIVE BOARD 1986-87

Mary Ann Christison
Snow College
Ephraim, Utah, U.S.A.

Working with the Affiliate/Interest Section page of the *TESOL Newsletter* for the past few years has afforded me the opportunity to work closely with affiliates. By reading the newsletters and communicating with the leaders, I have come to realize that affiliates are the lifeblood of this organization. They represent TESOL's diversity through broad geographical distribution and TESOL's unity through the common goals we all share for professionalism.

If I am fortunate enough to become a member of the board, I will continue to work closely with affiliates in addressing educational, cultural, social, and political issues you have identified as worthwhile and important: certification, academic status, excellence in instruction and cooperation. TESOL can play a vital part in meeting these goals. Together we can make a difference!

Andrew D. Cohen
Hebrew University
Jerusalem, Israel

The affiliates have a vital role to play in international TESOL. This ever-expanding body of local and regional organizations imparts a vast amount of highly useful information to teachers, trainers, administrators, and students every year, through numerous business meetings and academic sessions. The affiliates also provide an important link to international TESOL at the grassroots level. While it is important for each affiliate to cater to local needs and aspirations in the profession, there is growing need for international understanding and cooperation. Issues such as academic status and professionalism are best dealt with through interaction among North American affiliates in partnership with other affiliates around the world. If I become a member of the board, I will work diligently to strengthen the role that affiliates play in TESOL.

Fraida Dubin
University of Southern California
Los Angeles, California, U.S.A.

TESOL's diversity is exhilarating. From its beginning, it has been a forum where teachers in the trenches converse with researchers; where the commercially-minded rub shoulders with academics. More recently, the growth of the affiliates has provided a worldwide network for communication. But along with talking to each other, we need to reach people in government, the business world, and other educational fields where information about English language teaching can have an impact.

As an Executive Board member, I would encourage TESOL's diversity, yet also have it speak out boldly in the interests of the profession as a whole.

Continued on next page

CANDIDATES FOR INTEREST SECTION COUNCIL REPRESENTATIVE TO THE EXECUTIVE BOARD 1986-89

David Barker
Maine East High School
Park Ridge, Illinois, U.S.A.

I am an enthusiastic supporter of TESOL, its programs, publications, and personnel. I am concerned that classroom teachers be professionally well-prepared and personally excited about their task. It is my continuing concern that classroom teachers be well represented on the Executive Board of TESOL to assure adequate input into decision-making that affects the quality and quantity of assistance which TESOL provides. I am also concerned with the international scope of TESOL, and would like TESOL, as much as possible, to provide support for its membership outside the U.S.A. I am concerned about the financial burden for membership of non-U.S.A. members, and about the services offered to them. While there are no easy solutions to these and other professional problems, TESOL must continue to face its responsibilities as an international professional organization, and I want to be sure that the needs and concerns of classroom teachers are heard and met as TESOL presses on.

Ray Graham
Brigham Young University
Provo, Utah, U.S.A.

TESL has come a long way in the last two decades, but there are still many areas in this country and abroad where ESL teachers are hired with no other qualifications than that they speak English. TESOL and its affiliates should continue to work toward strengthening the profession through providing information to state and local educational institutions regarding standards for certification and for teacher selection. We should also provide programming in our conferences so that teachers and administrators at all levels (from elementary to college) can attend and find presentations relevant to their needs and interests. This means strengthening the Interest Sections and providing representatives from each on conference program planning committees.

Shirley M. Wright
George Washington University
Washington, D.C., U.S.A.

TESOL as an organization has come of age, commanding the interest and participation of members all over the world. But where is ESOL as a profession? Outside of TESOL, few people fully understand and appreciate ESOL teachers as professionals or the teaching of ESOL as a legitimate profession. Unfortunately, the notion that "Anyone who can speak English, can teach English" or the view that "ESOL is remediation" still prevails.

I believe the time has come for TESOL to direct more of its energies and resources to promoting a better understanding of what teaching ESOL really involves and how ESOL professionals are trained.

If we are ever to succeed in raising the level of professional recognition accorded the teaching of English to speakers of other languages, we must begin to educate and to influence those outside of our profession. Those of us within TESOL are already believers.

Content Resolutions for TESOL '86 Needed by February 1st

Any TESOL members who wish to present a content resolution to the Legislative Assembly at TESOL '86 in Anaheim are requested to send a copy of the resolution which bears the signatures of at least five members of the organization to Holly Jacobs, Chair, Rules and Resolutions Committee by February 1st, 1986. Address them to: Dr. Holly Jacobs, 2486 Red Barn Road, Marietta, Georgia 30064, U.S.A.

All resolutions shall begin: "Be it resolved by the Legislative Assembly of TESOL that . . ."

Content resolutions may originate in either of two ways:

1. *From the general membership.* A resolution bearing the signatures of at least five members of the organization must be received by the Committee Chair at least thirty days before the beginning of the Annual Meeting.

2. *From either the Affiliate Council or the Interest Council.* A resolution from either the Affiliate or the Interest Section Council must bear the signature of the presiding officer of the Council affirming that the resolution has been adopted by at least a majority vote of the Council. It should be forwarded to the Chair of the Rules and Resolutions Committee prior to the meeting of the Legislative Assembly.

Courtesy resolutions thanking convention officials and others shall be drafted by the Committee.

Proposed Amendments to TESOL Constitution and Bylaws

At its October 1985 meeting, the Executive Board approved several proposed amendments to the TESOL Constitution and Bylaws. Notice is hereby given that the following proposed amendments will be put to a vote at the Legislative Assembly on Friday, March 7, 1986 at Anaheim. Please address queries or comments regarding the proposed amendments before March 7, 1986 to: Holly L. Jacobs, Chair, Rules and Resolutions Committee, 2486 Red Barn Road, Marietta, Georgia 30064, U.S.A.

Note: Proposed changes are in italics (additions) or crossed out (deletions).

Constitution, Article VI, Section 3—Purpose of revision: To modify the definition of quorum for the Legislative Assembly, necessary to bring practice in compliance with the Constitution.

> 3. The Legislative Assembly shall convene during the annual TESOL convention, but after the meetings of the Section and Affiliate Councils. . . . ~~A majority of the current membership of the Assembly shall constitute a quorum~~. *The quorum shall consist of at least one hundred paid-up members of TESOL who are present at the meeting of the Legislative Assembly.*

Bylaws, Article IV—Purpose of revisions: To implement the new committee structure approved by the Executive Board on April 14, 1985.

IV. ~~Other~~ Committees

A. Among the standing committees, there shall be:

1. A Program Committee for each Annual Meeting consisting of (1) the Second Vice President as Chair~~man~~, (2) an associate chair selected by the Second Vice President, (3) representatives of the Interest Sections as provided for under Section V of the Bylaws, and (4) such other members as the President may appoint upon the recommendation of the Second Vice President.

2. A Nominating Committee, constituted as described in Article V of the Constitution.

3. A Publications Committee. ~~*for recommending to the Executive Board policy for TESOL publications and for overseeing the development, management, and promotion of TESOL publications. The Executive Board shall determine the makeup of the Publications Committee and shall appoint its Chairman*~~.

4. A Professional Standards Committee.

5. A Sociopolitical Concerns Committee.

6. An Awards Committee.

7. A Rules and Resolutions Committee.

8. A Finance Committee to be a subcommittee of the Executive Board.

Continued on next page

TESOL Constitution

Continued from page 5

tive Director in fiscal matters, and for recommending to the Executive Board financial policy for the organization. The President, with the approval of the Executive Board, shall appoint as Chair an officer or past officer of TESOL, who may or may not be a current Executive Board member, and two other members who are current Executive Board members. The Chair shall serve a one-year term, and the other two members shall serve two-year staggered terms.

9. A Long Range Planning and Policy Committee. [Purpose statement to be added.]

B. The Executive Board shall authorize all other standing committees of the organization. In addition, the President with the approval of the Executive Board shall be empowered to establish, *for a period not to exceed one year*, such ad hoc committees *and task forces as deemed* necessary or useful for the efficient conduct of the organization. *The President shall give to each committee and task force a specific charge for that year.*

C. The Executive Director shall be responsible for conducting *an annual written survey* of the total membership to identify those members of the organization in good standing who wish to serve on committees of the organization. The Executive Director shall deliver results of the survey to the incoming President *and incoming First Vice President* ~~prior to the Annual Meeting~~ *by January 10th.*

D. At the Annual Meeting, the incoming President shall, with the approval of the Executive Board, appoint members of the standing committees, except the Nominating and Program Committees, to a term of two years. In selecting committee members, the President shall be guided by the survey of the membership provided by the Executive Director and shall strive, insofar as possible, to assure that the membership of each committee is representative of the organization. The President shall also appoint to each committee (except the Nominating, Program, and Finance Committees) and task force a member of the Executive Board to provide support from and liaison with the Board. No Executive Board member shall otherwise be a member of a standing committee, ad hoc committee, or the Editorial Advisory Board of the TESOL Quarterly unless otherwise determined by the Constitution and Bylaws.

E. Also at the Annual Meeting, the incoming First Vice President shall, with the approval of the Executive Board, designate a Chair-Elect of each standing committee except the Nominating and Program Committees. The Chair-Elect will become Chair at the close of the next TESOL convention and Past Chair the following year.

F. The Chair of a standing committee has primary responsibility for the committee, the Chair-Elect assists the Chair, and the Past Chair serves in an advisory capacity to the committee.

G. Time shall be provided at each regular meeting of the Executive Board for reports from the ~~standing~~ committees and task forces, and the Executive Director shall notify the Chair of each ~~standing~~ group as to the time and place. A report may either be submitted in writing to the Executive Board for distribution at the meeting or be presented orally at the meeting of the committee Chair, *the committee's Executive Board liaison*, or such other member as the Chair designates.

Constitution, Article V—Purpose of revision: To set earlier deadlines for completion of the general election, in order for the incoming President and incoming First Vice President to contact prospective committee appointees prior to the Annual Meeting.

Section 3—Each year one representative from each Council shall be elected to the Executive Board as follows: ... These slates ... shall be submitted to a general mail ballot not later than ~~60 days~~ *90 days* prior to the next Annual Meeting.

Section 4—Each year one member-at-large shall be chosen as follows: A slate ... received by the Executive Director by ~~November 1~~ *September 15* shall be submitted to a general mail ballot not later than ~~60 days~~ *90 days* prior to the Annual Meeting.

Section 6—The two officers to be elected shall be chosen by a mail ballot at least ~~60 days~~ *90 days* prior to the Annual Meeting.

Section 7—Election of the two officers shall be determined by a majority of the votes returned by an announced date not later than ~~30 days~~ *January 10th*.

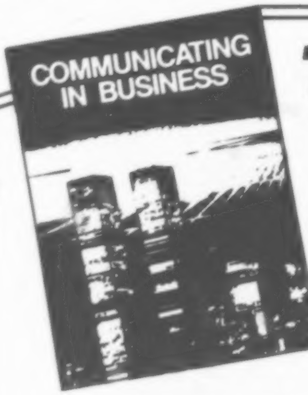
Section 8—If the office of the President is vacated by death, disability, or resignation, the First Vice President shall assume the presidency. If the vacancy occurs before ~~October 1~~ *September 15th*, the ... Board.

Bylaws, Article V, Section E—Purpose of revision: To permit an Interest Section to elect its Associate Chair by mail ballot if desired.

E. The officers of each Section shall be the Chair~~men~~ and the Associate Chair~~men~~ who shall be the Chair~~men~~ Elect. ~~The Associate Chairman shall be selected by the Section during its business meeting~~. *Each Interest Section will hold an annual election for its Associate Chair and any other officers deemed necessary*, except that the President of TESOL shall name the Chair~~men~~ and Associate Chair~~men~~ for the initial year. The term of office *for the Chair and Associate Chair* is from the close of one Annual Meeting of TESOL until the close of the next Annual Meeting.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, Suite 205, 1118 22nd Street N.W., Washington, D.C. 20037, U.S.A.



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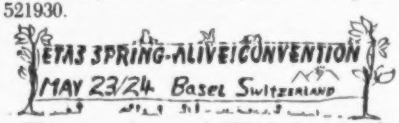
CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

INTERNATIONAL CONFERENCE TO FOCUS ON COURSEWARE DESIGN AND EVALUATION

The Israel Association for Computers in Education will host an **International Conference on Courseware Design and Evaluation** (ICCDE) in Tel Aviv, April 8-13, 1986. The ICCDE will bring together experts from all over the world to exchange ideas and experiences on designing and evaluating educational software. Three days of post-conference workshops will give the participants the opportunity to receive intensive training in some of the techniques discussed during the ICCDE. Among the outstanding presenters from the U.S.A. are Alfred Bork, Dexter Walker, Esther Steinberg, Larrie Gale, Gerard Dalgish, and Henry Levine. From Britain, experts include Richard Ennals, Ronnie Goldstein, and John Higgins. For more information, contact Benjamin Feinstein, ICCDE Organizing Committee, Israel Association for Computers in Education, P.O. Box 13009, Hakirya Romema, Jerusalem 91130, Israel. Telephone: 521930.



The second annual **ETAS Spring Alive Convention** of the English Teachers Association, Switzerland, is scheduled for May 23/24, 1986, in Basel, Switzerland. The focus is on hands-on, practical material for the classroom as well as recent research implications for teaching. There will be congruent sessions, special interest group discussions, a teacher-made materials display area, as well as several prominent international guest speakers. Invitations to attend and to present are hereby extended to members of the international community of English language teachers and researchers. For further information please contact: Ian Thomas, The English House, 11 Luftmattstrasse, 4052 Basel, Switzerland.

CONFERENCE ON CULTURE AND COMMUNICATION

On October 9-11, 1986, the Institute of Culture and Communication of Temple University will host the sixth international **Conference on Culture and Communication** in Philadelphia. This conference is intended as an interdisciplinary forum for the growing interest and research on relationships of society, culture and communication. The conference invites presentations relevant to the following topics: communication theory; research methodology and philosophy of social science; interpersonal interaction; government, industry and culture; communication and ideology; mass media and acculturation; and art as cultural artifact. Individuals may suggest topics not specifically listed above, but related to theory and research in culture and communication. Please request special forms for submitting proposals. The deadline for all proposals is March 3, 1986. For information and/or forms, write to: Sari Thomas, Director, Institute of Culture and Communication, Department of Radio-Television-Film, Temple University, Philadelphia, Pennsylvania 19122, U.S.A. Telephone: (215) 787-8725.

PARTNERSHIPS IN ESL RESEARCH SYMPOSIUM: UNIVERSITIES AND SECONDARY SCHOOLS

The Department of Teacher Education of the University of Southern California School of Education will sponsor a symposium on February 28, 1986 on the use of research to improve the teaching of English to language minority students. The new date has been set in order to make it more convenient for those who wish to attend both the **Partnerships in ESL Research Symposium** to be held in Los Angeles at the USC Campus, and the TESOL convention scheduled for the following week in Anaheim.

Proposals are invited for the presentation of research papers on topics related to the teaching of English to secondary level language minority students. For information please contact: Dr. Hideko Bannai, Chair, Partnerships in ESL Research, USC School of Education, WPH 1004, Los Angeles, California, U.S.A. Telephone: (213) 743-6268.

ILLINOIS TESOL/BE 14TH ANNUAL CONVENTION

Putting Theory into Practice is the theme of the 1986 Illinois TESOL/BE 14th annual state convention to be held February 7-8 in Chicago, Illinois. The convention will stress practical classroom applications of current theory. For further information, contact: Richard Orem, Executive Secretary, Illinois TESOL/BE, Graduate Studies in Adult Continuing Education, 101 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115, U.S.A.

SOCIETY FOR CARIBBEAN LINGUISTICS AND AMERICAN DIALECT SOCIETY

The Society for Caribbean Linguistics and the American Dialect Society will hold a joint conference at the University of the West Indies, St. Augustine, Trinidad, August 27-30, 1986. The conference theme is **Approaches to Syntactic and Semantic Description in Caribbean Languages** (and situations which share something in common with those in the Caribbean). For further information about the conference, write to: Donald Winford, Secretary-Treasurer, SCL, Department of Language and Linguistics, University of the West Indies, St. Augustine, Trinidad or Ronald Butters, ADS Secretary, 138 Social Sciences Building, Duke University, Durham, North Carolina 27706, U.S.A.

1986 LINGUISTIC INSTITUTE AT CUNY GRADUATE CENTER

The 1986 Linguistic Institute will be held at the City University of New York Graduate Center in New York City from June 23 to July 31. The Institute focuses on contextual and computational linguistics, including first and second language acquisition, bilingualism, neurolinguistics, discourse analysis and pragmatics. Fellowship support is available for graduate students. For further information, contact Professor D. Terence Langendoen, Ph.D. Program in Linguistics, Box 455, Graduate Center, 33 West 42nd Street, New York, NY 10036, U.S.A. Telephone: (212) 921-9061.

CONFERENCE ON LANGUAGE AND ADULT LITERACY

A two-day conference entitled **Language and Adult Literacy: Linking Theory and Practice** will be held on July 18-19, 1986 at the Graduate Center of the City University of New York. Topics will include social and cultural aspect of literacy; policy and practice in literacy; theories and approaches to literacy instruction; psychological, cognitive and neurological aspects of literacy; and second language acquisition and literacy. For further information, contact: Charles E. Cairns or Cindy Greenberg, Queens College, Department of Linguistics, Flushing, NY 11367, U.S.A. Telephone: (718) 520-7718.

ATESL CALL FOR PAPERS: *DEVELOPING PROFESSIONALS FOR THE FIELD OF ESL/EFL*

The ATESL Team of NAFSA announces a call for abstracts for articles for the fourth book in its series on topics of interest to professionals in ESL/EFL, *Developing Professionals for the Field of English as a Second/Foreign Language*. The book is divided into three sections: issues of concern in developing professionals, maintaining and upgrading skills, and burnout. Of particular interest are abstracts which cover the following topics: the U.S. model for teacher training; the British/European model; the role of cross cultural training; the teacher as administrator/supervisor/coordinator; certification; ESL/EFL; the non-native English teacher; the generalist and the specialist; ESL and its relationship to BE and ESD; the role of experience; the employer's concerns; maintaining/upgrading skills once employed; and burnout.

Abstracts (four copies, 350-500 words) are to be sent to Adelaide Heyde Parsons, English Department, 208 Language Arts, Southeast Missouri State University, Cape Girardeau, Missouri 63701, U.S.A. Deadline for submission is February 1, 1986. After review by an editorial board, contributors will be notified of their acceptance by mid-March. The article is due June 1, 1986. Final funding of the project is dependent upon federal budgetary approval. If you have questions, you may contact Dr. Parsons at (314) 651-2161 during the day or (314) 651-3456 in the evening.

OCCASIONAL PAPERS: NEW SERIES AT THE UNIVERSITY OF HAWAII

In recent years a number of graduate students in our M.A. program have selected the thesis option. Their research has covered a wide range of areas in second language learning and teaching. We have discovered that many of these studies have attracted interest from others in the field, and in order to make these theses more widely available, selected titles are now published in the new *Occasional Paper* series. This series, a supplement to the departmental publication *Working Papers*, will also include reports of research by members of the ESL faculty. Publication of the *Occasional Paper* series is underwritten by a grant from the Ruth Crymes Scholarship Fund. For more information, including a list of the titles and their prices, please contact Richard Day, Department of ESL, University of Hawaii, 1890 East West Road, Honolulu, Hawaii 96822, U.S.A.

THE STANDARD BEARER

An Update:

Where We've Been——Where Are We Going?

by Carol J. Kreidler
Georgetown University

Having been recommended to the Executive Board in the *Reports of Ad-Hoc Committee on Employment Issues* (TESOL, 1981) as a column in which members could "air" grievances or seek employment advice, the first *Standard Bearer* appeared in late 1981. It carried an explanation of what those of us who conceived the column intended it to be. We said it would be "devoted to keeping the membership up-to-date on happenings that affect employment conditions in ESL." Some of the topics cited then as concerns were a model contract, management training, unionization, how to ask for a raise, and affirmative hiring—discriminatory firing.

Not all of those topics have found their way into the *Standard Bearer*. Perhaps they could have. However some of the topics that have been dealt with include collective bargaining, part-time issues, overseas employment, how to write resumes, the employment survey, desirable components of intensive programs, NAFSA's program of self-regulation, and TESOL's program of self-regulation through self-evaluation.

The *Standard Bearer* was not conceived of as a column but more as a forum where members could express ideas and concerns about employment conditions in ESL. Letters to the editor regarding employment concerns had been appearing in the *TESOL Newsletter*. With the inauguration of the *Standard Bearer* we expected to be able to facilitate the answering of those letters.

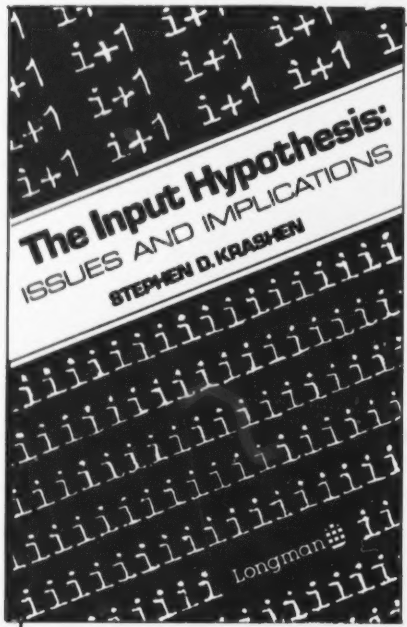
Since the first *Standard Bearer* appeared, only one issue of the newsletter has not carried a *Standard Bearer* column, but the forum aspect of the column has not materialized. In all of that time only about a half dozen letters have been received or directed to the *Standard Bearer*. Seldom does the column seem to spark any desire for interaction, and seldom has anyone voluntarily submitted copy for an article, although many of the articles that have appeared have been very informative.

There have been some improvements in employment conditions over the years with people talking about issues more openly. There is now an interest group for program administrators—a step toward special training for management of ESL programs. Self-regulation through program self-evaluation is being developed. It includes statements of standards for various kinds and levels of programs with statements regarding employment and conditions. Through this program we hope to give teachers and staff enough back-up from their professional organization to enable them to improve their conditions of employment. Information about program self-evaluation is available from the central office of TESOL.

In 1979 a couple of articles were published in the Washington Area TESOL (WATESOL) newsletter. The first was entitled "Are We Fiddling While Rome Burns?" The answer is no longer affirmative. Our professional association, TESOL, listened and acted. If progress has not been as fast as we would have hoped, it is not because of the lack of support of TESOL. With the presence of some potential solutions to employment concerns perhaps the *Standard Bearer* no longer serves the function it once did. If it is to continue, the *Standard Bearer* must depend on your suggestions and your contributions.

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor, *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.



The Input Hypothesis:
ISSUES AND IMPLICATIONS
Stephen D. Krashen

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PROVOCATIVE?
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REVIEWS

Three Grammar Review Books

SPOT DRILLS by Rayner Markley. 1983. Oxford University Press: 200 Madison Avenue, New York, N.Y. 10016, U.S.A. (x + 130 pp.).

WORD PLAYS by Hannah Letterman and Helen Slivka. 1983. Longman, Inc.: Longman Building, 95 Church Street, White Plains, N.Y. 10601, U.S.A. (vii + 119 pp.).

SCENARIO I by Elaine Kirn. 1984. CBS College Publishing: 383 Madison Avenue, New York, N.Y. 10017, U.S.A. (ix + 217 pp.).

Reviewed by John Petrimoulx
University of South Florida

Thanks to the TESOL lending library, a wonderful resource available to all members of the professional organization, I was able to peruse three rather different English grammar books.

Designed to supplement a textbook or for self-directed study, *Spot Drills* is a low intermediate-level book containing 110 one-page units, each devoted to the practice of a specific grammatical point. The units are grouped into three sections. The first section is practice with verb phrases, including simple and continuous present and past tenses, future, "have to" and "want to." The second section involves noun phrase practice, including count/noncount nouns, articles, pronouns and quantifiers such as some/any. The last section, called "Types of Sentences," includes sentence patterns with "to" and "for" followed by an indirect object, questions, tag questions and conjunctions. The vocabulary and structures do not become progressively more difficult, so the teacher can pick and choose grammar points to practice.

As the title of *Spot Drills* indicates, each one-page unit contains drills, three to be exact. The first two drills are generally mechanical pattern drills or cloze drills. The third is based on a drawing that requires the student to interpret the information it contains to answer questions, fill in blanks or write sentences. The variety of topics and activities offered in this third part is a nice contrast to the first two parts. Another nice feature of this text is the extensive section of teacher's notes at the end. The authors give explanations and suggest ideas for each of the 110 units. Finally, the complete answer key gives quick feedback and allows self-directed study.

Word Plays is more of a textbook than *Spot Drills*. Grammar points included are simple present and past tenses, present continuous tense, questions, pronouns and possessives. The book is organized into nine units and a review. Each unit has a theme, such as "Family," "Neighborhoods" or "Memories." Although advertised as a grammar and conversation book, *Word Plays* contains no real conversation exercises (i.e., communication), but rather the repetition of a model. The exercises are, however, much more meaningful than those in *Spot Drills*, thanks to the contextualization provided by the theme of each unit.

The main focus and strength of this text is sentence structure. Students must understand sentence patterns and be able to order words correctly to complete a number of the exercises. "Looking at Word Order" and "Playing with Words" are the two most interesting parts of each unit. The former uses shaded boxes very effectively to illustrate the parts of a sentence in the same way practitioners of the Silent Way use rods. The latter provides students with a box full of content and structure words with which to make sentences, complete a dialogue or cloze, or tell a story.

Just as some exercises in *Word Plays* are more meaningful than those in *Spot Drills*, Elaine Kirn's *Scenario* series contains not only many meaningful exercises, but many which require real communication as well. *Scenario* is a three-part textbook series through intermediate level. *Scenario I*, reviewed here, is suitable for academically-minded students with some prior English or for less academic students after an introductory course. The author suggests that an average class will complete the twenty units in 100 class hours. There are five parts to this text, each consisting of four units and a summary/review unit. The grammar studied includes the verb "be," questions, simple and continuous present tenses, count/noncount nouns, simple modals and simple past and future tenses. Grammar points are spiraled through the text.

Each unit begins with a "scenario," a reading usually in the form of a conversation, introducing a theme and the grammar point to be featured in the unit. Following practice exercises such as unscrambling words to form a sentence, which focus on the grammar point, and true/false questions about the reading, a formal grammar explanation is presented. For further grammar practice, the parts of each unit entitled "Talking it Over," "Writing it Down," and "Putting it Together" offer a variety of activities, including games, telling stories, writing letters, role plays and problem solving. Obviously, students practice a number of skills in each unit. Many of the exercises require a real exchange of ideas. Students are required to think and to understand what they are communicating. Vocabulary, often a problem in communicative exercises, is made more accessible by the highly contextualized thematic units. Another useful feature of each unit is the labeling of some activities "level A" or "level B" to reflect their degrees of difficulty. The instructor can choose the activity appropriate for the level of the class. Finally (and this is very important), *Scenario* is fun. It is packed with tasks that teach grammar in an interesting and engaging way. The well-placed illustrations add context and interest.

A weakness of the textbook is its cluttered appearance, a reflection of the fact that it is packed with ideas. Also, fitting the textbook into a semester, or a thirteen-week syllabus, will be a problem for some university English for Academic Purposes programs. One hundred hours of grammar instruction, the recommended time for one book in the series and equal to ten weeks of intensive English, is a length of time better suited to schools with a quarter, or ten-week syllabus. Given the wealth of material in each book, spreading it over an additional three week period may prove to be a minor problem, provided, of course, the three *Scenario* books include sufficient grammar to take students through the third level of a program.

In summary, *Scenario* is a very exciting new grammar textbook series which features contextualized units and many communicative activities to present basic grammar. Based on elements of the Silent Way, *Word Plays* is a textbook strong in its treatment of word order and sentence patterns. *Spot Drills* is a supplementary text useful to practice very specific points of grammar.

About the reviewer: John Petrimoulx teaches ESL at the University of South Florida. He has also taught at the North American Institute in Barcelona and at St. Michael's College in Vermont.

Continued on next page

BOOK REVIEWS

Please address reviews and/or inquiries to Ronald D. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

IIE Reports 342,113 Foreign Students in U.S. Colleges and Universities

There were 342,113 foreign students enrolled in U.S. colleges and universities in the academic year 1984-85, the Institute of International Education (IIE) reported in early October 1985. This was a 0.9 percent increase over the 1983-84 total.

The figures are based on IIE's annual survey of foreign students, funded in large part by the U.S. Information Agency and published under the title *Open Doors*.

By far the greatest number came from South and East Asia: 143,680, or 42 percent of the total. Students from South and East Asia have traditionally made up the largest group, and in recent years have replaced Middle Eastern students as the fastest-growing group as well. For the second year, there were more students from Taiwan than from any other country or territory—22,590, a 2.9 percent increase over last year. Numbers of students from some other leading South and East Asian countries increased significantly over last year: the People's Republic of China by 24 percent, Korea by 18.5 percent, Malaysia by 19.7 percent, Indonesia by 17.7 percent, and Singapore by 16.1 percent.

The increase of 8.6 percent in students from South and East Asia was offset by decreases in numbers of students from Africa, Latin America, and the Middle East. The number of foreign students from Europe and Oceania increased slightly.

Engineering continued to be the leading field of study for foreign students, followed by business and management, mathematics and computer sciences, and physical and life sciences.

Copies of *Open Doors* will be available in January and may be ordered in advance by sending a check for $29.95 to the Institute of International Education, Publications Services, Office of Communications, 809 United Nations Plaza, New York, NY 10017.

A History of English Language Teaching

by A. P. R. Howatt. 1984. Oxford University Press: 200 Madison Avenue, New York, New York 10016, U.S.A. or: Walton Street, Oxford OX2 6DP, England. (xiv + 394 pp., $14.95).

Reviewed by Dwight J. Strawn
Yonsei University

Howatt's book is a welcome addition to the sparse shelf of books about the history of language teaching. Among previous works, Kelly's history (1969) is perhaps the most outstanding; it has become a standard reference and is remarkable for its wealth of detail and extensive bibliography. Mackley's (1965) text on methods analysis includes brief descriptions of major methods but does not give much historical background (in fairness, this was not Mackey's main purpose). The collection of texts edited by Hesse (1975) brings together a number of important passages from primary sources but is not a full fledged historical analysis. And Darian's (1972) history is unsatisfying for readers interested in a broader perspective because it focuses primarily upon the American tradition of English language teaching. The new book by Howatt fills many of the gaps left by earlier works. One finds here, for example, the connecting narrative and development of ideas missing in Mackey and Hesse, a chronological treatment of trends and themes rather than the topical organization found in Kelly, and attention to the contributions of many British and European scholars not included in Darian. Moreover, the book is written in a fresh and compelling style which makes it interesting and easy to read.

Some of the early chapters relate to the whole field of English language teaching including English as a native langauge, but the main subject is English as a foreign or second language. Parts One and Two consist of ten chapters describing major developments before the nineteenth century. Part Three describes the emergence of the grammar-translation method, its establishment as the prevailing teaching method of the nineteenth century, and various alternatives proposed by reformers in the late nineteenth and early twentieth centuries. Part Four surveys events from 1900 to the present and includes valuable biographical essays detailing the contributions of Harold E. Palmer, Michael West and A.S. Hornby. There is also a chronology of major events in the field, a section of biographical sketches and an English translation of Viëtor's influential pamphlet from 1886 "Der Sprachunterricht muss umkehren!" (Language teaching must start afresh!).

This book is an excellent introduction to the history of English language teaching and is highly recommended for experienced teachers as well as those who are new to the field.

About the reviewer: Dwight Strawn teaches English and applied linguistics at Yonsei University (Seoul, Korea) and is editor of *AETK News*, newsletter of the Association of English Teachers in Korea.

Note: This review appeared in a somewhat different form in the April 1985 issue of *AETK News*. ***R.D.E.***

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LETTERS

NOTICES FOR TAs IN THE *TN* AND *CONVENTION DAILY*: THEY WORK!

September 18, 1985

To the Editor:

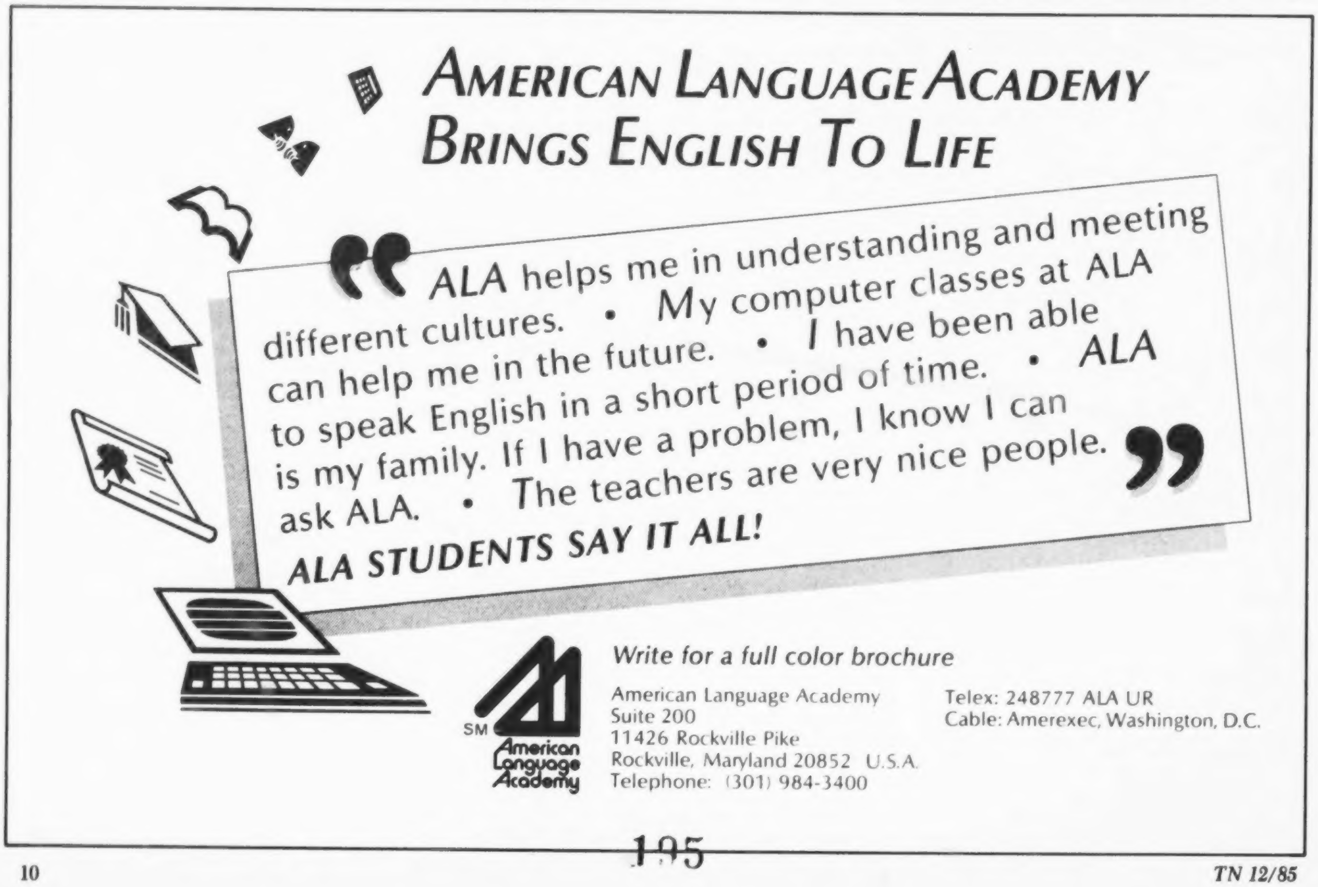
You might wish to know that advertisements for teaching assistantships at FSU in the *TESOL Newsletter* and announcements in the *TESOL Convention Daily* have brought more than forty inquiries in the past two years. Of these, probably ten have applied for admissions and received acceptance. Six people have accepted teaching assistantships and have come to FSU for doctoral studies; two have completed the Ph.D. and four are finishing dissertations. Not bad! The advertisements help us and help TESOL members. Thanks. It's working!

F. L. Jenks
Center for Intensive English Studies
Florida State University
Tallahassee, Florida 32306

Continued on page 12

LETTERS

The *TESOL Newsletter* welcomes letters from its readers. Letters should be typed double-space and limited to approximately 250 words. Please address two copies to: Alice H. Osman, *TN* Editor, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101, U.S.A.



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AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison
Snow College

Upcoming 1986 TESOL Meetings

(Meetings are in the U.S.A. unless otherwise indicated.)

January 24-26	**Thai/TESOL Annual Convention, Bangkok, Thailand**
February 15	**AETK Meeting, Seoul, Korea**
March 3-7	**20th Annual TESOL Convention, Anaheim, California**
March 13-15	**B.C.TEAL Annual Convention, Richmond, British Columbia, Canada**
April 4-5	**7th Annual LATESOL Conference, New Orleans, Louisiana**
April 10-12	**Tennessee TESOL Conference, Memphis, Tennessee**
April 18-20	**CATESOL State Conference, Oakland, California**
April 19-20	**5th Annual TESOL France Convention, Paris, France**
July 7-August 15	**TESOL Summer Institute, Honolulu, Hawaii**
October 16-18	**4th Rocky Mountain Regional Conference, Albuquerque, New Mexico**

More information on these meetings from: Susan Bayley, Field Services Coordinator, TESOL, Suite 205, 1118 22nd Street N.W., Washington, D.C. 20037, U.S.A.

TESOL and CATESOL Presidents Meet with TESOL '86 Committee

The presidents of TESOL, Jean Handscombe, and CATESOL, June McKay, recently attended a planning session for the TESOL '86 convention. Their presence lent mutual support and cooperation between TESOL and CATESOL, the California affiliate of TESOL. Seated, l-r: Lydia Stack (Newcomer High School, San Francisco), convention associate chair; Michele Sabino (Houston Police Academy), TESOL second vice president and convention chair; and James E. Alatis, TESOL executive director. Standing, l-r: Aaron Berman, coordinator of TESOL development and promotions; Rochelle Wechter (ELS Language Centers, Los Angeles), local co-chair; Jean Handscombe (North York Board of Education, Toronto); June McKay (University of California, Berkeley); and Stephen Sloan (Hollywood High School), local co-chair.

KENTUCKY TESOL

On September 28th Kentucky TESOL met at the University of Louisville in conjunction with the Kentucky Council on the Teaching of Foreign Languages (KCTFL), and the following officers were elected for 1985-86: president, **Ron Eckard** (Western Kentucky University); first vice president, **Jacquie Milman** (University of Kentucky); second vice president, **Lina Crocker** (University of Kentucky); secretary/treasurer, **Margo Jang** (Northern Kentucky University); members-at-large, **Dorothy Schnare** (Berea College), **Zetta Howey** (Jefferson Community College), **Therese Suzuki** (Warren County Schools), and **Shelby White** (Eastern Kentucky University).

Continuing their terms as members-at-large are **Mary Ann Kearny** (Western Kentucky University) and **Jeanne Laubscher** (University of Louisville). The editor of the *Kentucky TESOL Newsletter* is Charles Meyer of Western Kentucky University.

Teaching English to the Deaf: Plans for TESOL '86

At the annual TESOL convention in New York last April participants became aware of a new group of contributors from the field of deafness. Sign language interpreters were in evidence at plenary sessions and for the various presentations that were concerned with issues related to teaching English to the deaf (TED).

For the TESOL '86 convention in Anaheim the scene is set to continue and increase the involvement of educators of the deaf, and researchers in deafness. While at the time of writing the final program has not been decided, this year there will be a similar number of papers and demonstrations on deafness-related issues from contributors across the United States. The word is out to TESOL affiliates in the Far East and the Pacific Basin, too, that TESOL is developing as a forum for the presentation of issues concerning the teaching of English to deaf individuals, and members are working towards the formation of an interest section.

For more information on the program for the '86 Convention or on the formation of an interest section, please contact the author at the address below. We intend to have sign language interpreters available during the convention, and we particularly encourage the participation of deaf educators and researchers. We plan to advertise the program in other publications that will reach as many educators of the deaf as possible. TESOL has a lot to offer those interested in teaching English to the deaf; TED also has something to offer TESOL.

About the author: Michael Strong is a research psychologist at the Center on Deafness, Department of Psychiatry, University of California, 1474 Fifth Avenue, San Francisco, California 94143, U.S.A. He is serving as the TESOL '86 program coordinator for teaching English to the deaf.

LETTER FROM THE CHAIR

The following letter is reprinted from a regular feature entitled "A Letter from the Chair" appearing in the August, 1985 issue of the ***Secondary School Interest Section Newsletter.*** M.A.C.

Have you ever considered what that means: "Letter from the Chair"? Am I a piece of furniture that represents other pieces of furniture in our organization? Of course not, but when we decide to avoid sexism in the English language, suddenly "chairman" and "chairwoman" are eliminated and "chair" or "chairperson" become the alternatives.

As teachers of English to speakers of other languages, we are very conscious of how language influences culture, and how culture influences language. In striving to be as neutral as possible, we sometimes go to an extreme and perhaps defeat our own purpose.

Several months ago, there was a letter to the editor in the *Speech Communication Association Newsletter* that I would like to share with you:

> Every time that I see the term "chairperson" used as a substitute for the time-honored "chairman," I cringe. The use intimates to me that the writer is not as familiar with the English language as he/she should be. "Chairman" is as nonsexual as is "human" or "humankind."
>
> When I hear "chairperson" used, I'm inclined to ask: "Why not be consistent and say 'chairperdaughter'?"
>
> The two leading parliamentary organizations in the United States have gone on record as favoring "chairman." They are the American Institute of Parliamentarians and the National Association of Parliamentarians. Even the latest of the parliamentary procedure manuals, including the most recent revision of Robert's Rules, advocate the use of "chairman."
>
> If the time ever comes when we must make a change in terminology, I prefer "meethead." Obviously, no one could call it as favoring one sex over the other.
>
> William S. Tacey, Pittsburgh, PA

What do you think? Have we really solved the problem by eliminating "chairperson" and relying on "chair"? Please make your feelings on this topic known by writing to the *SSIS Newsletter*, attention:

Gail M. Slater
Chairman/Chairwoman/
Chairperson/Chair/Meethead

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

President's Note to the Members

Continued from page 2

move from part- to full-time. Additionally there are expenses involved in conducting a fair search which must be built in. To include such amounts in the FY '86 budget and, at the same time, maintain a balance between revenues and expenditures would have required making more cuts in services to members than the present Board was prepared to make: the alternative would have been an increase in dues which was also deemed unacceptable at this time. The Board decided, therefore, to put a six-month hold on the release of the announcement which in turn would allow for the spread of increase in the Executive Director line over two fiscal years. In addition, a work group was formed charged with investigating alternative sources of funding aimed at building up the necessary salary fund. Both actions were designed to bring about the transition in a fiscally nondisruptive manner.

The Executive Director will present his views on the decision at an open meeting at the Anaheim convention on Wednesday, March 5, 1986 and a summary of his remarks made at that time will be printed in this newsletter.

At this time, the present Board wants the TESOL membership to know that it supports the decision made in October, 1983, and that it intends to plan for the change so that it takes place in an orderly and dignified fashion. In this, and in all the other issues facing the current Board, its primary concern is to nurture the organization we all care about and to support in every way possible the staff who have contributed to its growth.

JEAN HANDSCOMBE

Letters

Continued from page 10

WHAT IS HAPPENING, AND WHY?

A copy of the following letter was received by the Editor with a request from WAESOL that it appear in the TN. The "President's Note to the Members" (see page 2 and above) also refers to this letter.

August 10, 1985

To the TESOL Executive Board:

The Washington Association for the Education of Speakers of Other Languages (WAESOL) Executive Board is seriously concerned that the TESOL Executive Board decided to go to a full time director without requesting input from the TESOL membership.

The feeling of the WAESOL Executive Board is that a person is more effective as TESOL executive director and more representative of the ESL profession if this person concurrently holds an independent academic position.

The WAESOL Executive Board appreciates the fact that some TESOL members were requested to give input on qualities an executive director should have and to assist in the search, but we are dismayed that we have not been asked if we *need* a full time executive director. Could not the increased needs of TESOL be met by the addition of staff?

What is happening, and why?

Resolution adopted by the WAESOL
Executive Board on August 10, 1985

Dr. Nancy A. Butler
President, WAESOL

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INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

ESP for Youth:

Teaching for Peak Relevance Using International Pop Music

by Tim Murphey
Université de Neuchâtel

For most teachers abroad, pop music[1] is an unrecognized and underexploited domain for high intensity, authentic, and extremely relevant teaching material.

Pop music is predictably 75 to 90% English Language Music (ELM) the world over. It is probably for many adolescents and adults their major, or only, contact with oral English in their environment. Swiss youths, for example, listen to approximately one to two hours of ELM a day, or an average of over eight hours a week (Murphey 1984). An unpublished survey I conducted found that Swiss pop radio stations play 75 to 90% ELM, according to the radio station directors, and a governmental survey showed that the 15 to 24 year old age group in the French-speaking area preferred ELM to any other music (AES 1983).

Research from other countries shows the same: in Sweden 75% of adolescents surveyed begin their day listening to their favorite songs and 66% go to sleep with them (Axelsen 1981); in India, more than 90% of young people listen to one hour or more of radio music a day (Raychaudhuri 1976). Colleagues who have worked in other parts of the world tell me similar tales of the power of music among the young and the predominance of ELM. The possibilities of using this material in class are stimulating and varied. And once having been treated in class, the songs receive reinforcement outside the classroom.

Let's take an example: Stevie Wonder's 1984 song "I just called to say I love you" was on the hit charts in Europe for more than three months last fall. All over Europe it was being played on pop radio stations as many as 20 times a day. The language in the song is quite simple. By one rough measure (Gunning 1962) it is equal to a child's reading ability after four years of (American) schooling. It contains a high degree of repetition; simple structures; lengthy post-utterance pauses to aid echoic memory (Stevick 1976); and a universally relevant affective message (for a more detailed analysis see Murphey and Alber 1985).

However, a song such as Wonder's has *peak relevance* only when it is playing repeatedly on radio stations and is being bought by our students. By the time this article appears in print, there will be new hits, some with regional variation and some hits by local artists in English. The point is that whatever is in the *present reality* of our students will serve as the most powerful stimulator in the classroom.

Teaching for this peak relevance demands that teachers continually assimilate current material from the present. In most professions this adapting is a fact of life and a necessity for survival. Teachers can content themselves longer (because of captive audiences, I suppose) with things that students may not find relevant and motivating. An analogy might be made with the difference between newspapers (current events) and history books. Newspapers are much more powerful and make much more money because they are concerned with the present, with what is happening to us now in the ever-evolving real world. Last month's newspapers don't sell.

Teachers should show the same concern with the changing "now" that surrounds their students, of which their music is a part.

This doesn't mean that Wonder's song, one year later, or traditional folk songs and hymns for that matter, will not be enjoyed or beneficial in EFL. But these songs will not have the intense relevance of what is vibrating in the students' heads in their environment at a specific moment in their lives.

Not only does pop music represent authentic English in their environment, but for the young it brings their youth culture into the classroom, giving it value, and making school more relevant to them. In River's words, "We must find out what our students are interested in. This is our subject matter (1976:96)." Furthermore, the emotional impact of music in the classroom is of great importance. ". . . other things being equal, a language course is effective in proportion to the breadth of its contact with the student's interests, and the depth of its penetration into his emotional life" (Stevick 1971:23). The study and theory of emotional associative encoding of data in the brain is still in its infancy but is already an acknowledged phenomenon (Stevick 1976: Pfeifer 1982).

One very successful class activity, and a good way for teachers to sensitize *themselves* to the influence of ELM, is the simple music questionnaire, asking such questions as: On the average day, how much do you listen to the radio?, To cassettes and records?, Do you sing in the shower?, Go to sleep with music?, Wake up to music?, Play an instrument?, etc. (The students can think of the best questions themselves). The students could also list the radio stations they listen to and their three favorite groups or artists, and should state their sex and age. The survey can be done in just one class, or students can take it out into the school or community. Then they can tabulate results, make their own hit parade, and look at the differences according to sex and ages. Afterwards, writing articles for a newsletter on the different aspects of the survey and their implications can be both reinforcing and fun.

The actual use of pop songs in class should be kept enjoyable and not spoiled by too much dissection. A simple cloze exercise or having students transcribe different songs in small groups can be enjoyable, but doing artificial substitution drills from lines of a song will kill the original pleasure value. I find songs most useful as springboards for discussions, at the beginning of class to get the students "with me", or at the end to reinforce a point and have them leaving their English class in a positive "musical" mood, which by association makes it easier to work on their English later. Their affective filter is down; their motivation is up.

By using something from their living reality, I show that I value their world and they are more open to mine (teaching them English). Essentially I tell my students "Hey, this is your music and my language; can we help each other out a bit?" The sharing and caring are inspiring. And the good results breed energy.

In addition to your students and the radio, there are several other good sources: pop music magazines can provide hit lists, lyrics to top songs, articles on the artists, and pictures to display. Regular magazines often feature pop artists as well (e.g., Michael Jackson on the cover of *Newsweek* and *Paris Match* last summer). Music stores and even your local library can also help.

When listening for lyrics, don't be surprised if neither you nor your students can catch them all. You can always play "Guess That Line". Students are also often eager to present exposés on their favorite artists and songs, with pictures and demonstration tapes. Anything you can do with a text and recording, you can do with a song.

I'm not proposing that you turn your class into a pop music class, but that you realize the potential and power in the use of your students' natural soundscape.

Experiment. Try telling your students tomorrow that there will be a song at the end of class. Spend five minutes on it and see what happens. It may not work, but as my Cherokee grandmother always said, "A turtle trying to fly is more admirable than a bird who just sits in a tree." I guess that goes for singing as well.

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INTERNATIONAL EXCHANGE
News items for this page should be sent to: Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh EH8 9DP, Scotland.

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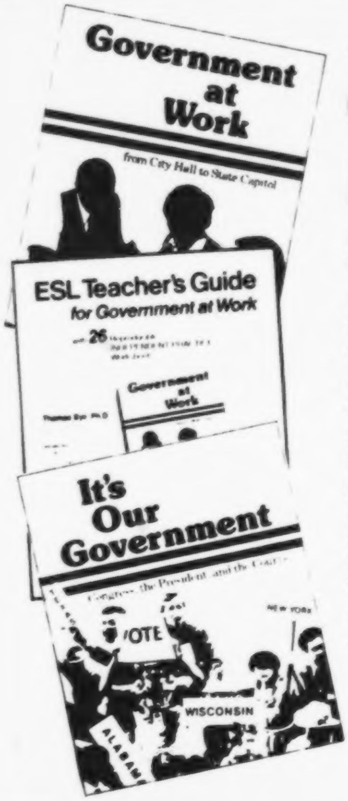
[1] For the purpose of this article, *pop music* refers to whatever is popular, being played and bought by the greatest number of people in your students' environment. This may encompass many genres.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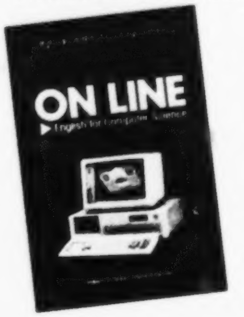
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Edited by Richard Schreck
University of Maryland

Computerizing An Intensive English Program

by Deborah Healey
Oregon State University

In this article Deborah Healey describes an administrative use of computers in ESL. She is willing to discuss the experience her program has had and can be reached at Computer Operations, English Language Institute, Oregon State University, Corvallis, Oregon 97331, U.S.A. Telephone: (503) 754-2464. ***R.S.***

Computerized record-keeping is not a panacea, not an instant fix for whatever ails the intensive English program/foreign student office. For an office that produces a large quantity of paper and/or keeps a lot of paper files, a computer can, however, be a great boon. This article briefly describes the two-year process that the English Language Institute (ELI) at Oregon State University went through in computerizing.

Before 1983, finding out about an individual student from paper files was easy at the ELI, but getting information about the ELI's student body as a whole—between 60 and 120 students per quarter—was laborious and time-consuming. While the university sent monthly listings of income and revenue, listed by code number, there was no clear idea of where the money was coming in and going out on a term basis. Since the ELI was (and is) funded entirely by ELI student tuition, student satisfaction with ELI curriculum and personnel were considered crucial to financial stability. In addition, four newsletters were being produced by ELI staff: the *NAFSA Region I Newsletter*, the *English for Specific Purposes* (ESP) *Newsletter*, the *Oregon Teachers of English to Speakers of Other Languages* (ORTESOL) *Newsletter*, and an in-house *Conversant Newsletter*. It was clear that something had to be done to keep the ELI solvent and maintain the sanity of the administrators while exploring new ways to generate revenue.

The ELI embarked on a six-step path to change. The first step was hiring an outside consultant to do a needs assessment: to describe and evaluate the current administrative system. The needs assessment indicated that computerization could solve a number of current problems relating to financial and student records-keeping. Administrators could be freed from some time-consuming, non-creative tasks such as calculating term-by-term revenues and expenses (via hand-held calculator), producing prospective student lists, class lists, advisor-advisee lists, and calculating sponsor billings.

The second step was to decide just what tasks would be best done by machine, and what equipment and software would best perform these tasks. Word processing was of obvious utility, given the amount of correspondence and the number of newsletters being produced. While the university did keep some financial records for the ELI, the information was not coming back in usable form, so a spreadsheet program was required. As for student records, ELI student records were not kept on the university computer, and there was little or no hope of getting them there without a great amount of time, frustration and expense. A microcomputer system that would allow for expansion over time, with word-processing, spreadsheet and database management software, seemed the best way to go. Once the ELI knew what its needs were, several vendors were consulted for their recommendations about the specific equipment and software to buy. Then bids were requested.

[illegible]

After the equipment had been purchased, the next step was to install it, making sure everything would work. Since the whole system came from a single vendor, installation was included in the bid. While buying from a single vendor was more expensive than buying each piece separately from the cheapest source of that item, the cost was justified because it meant that someone with technical expertise had made sure *before* and after purchase that all of the separate pieces would, in fact, work together. Just plugging it in does not always make it run, and having a new computer system sitting around for three months because no one knows why it won't go is a real waste of money. Our system was installed and running in half a day.

The fourth step—also very important to starting off—was training. The ten hours of vendor-supplied training that were included in the bid went to those whose jobs made them the most likely to need to use the computer: the secretaries, the finance director and the computer operations supervisor/systems developer/programmer. These "first users" then became familiar with the system and trained the rest of those on the staff who were interested. Having the initial training time ensured that the system could and would be used.

The fifth step was use and further development of the system. The word-processing program was ready to be used in its "off-the-shelf" form, and was put to work the day the machine was installed. The financial and records-keeping software programs, however, had to be customized before they could be used effectively. The sample programs that came with these pieces of software were designed to do payrolls, keep sales records, and perform tasks quite unlike those needed by intensive English programs.

The ELI-produced financial records-keeping system, set up to move information from a budget and from monthly income/expense records into a more usable quarterly-yearly form, took three months to write and the rest of the fiscal year to refine. The student records-keeping system was another matter. The core software was dBase II, a very powerful database-management program. While certain records-keeping functions could be set up immediately as a series of typed-in commands, the functions were not really part of a coherent, consistent system. What the ELI now has, after more than a year of writing and rewriting, is a system: a program that displays menus and asks questions on the screen, and in response to the menu choices and questions, moves information around, creates new files, and prints out the information needed in the format requested. A new user can be trained in 1 or 2 days, not in 1 or 2 months.

The sixth step, like the fifth, is an ongoing one. As those who use the computer become more knowledgeable about its capabilities and limitations, they become more creative in thinking of ways to refine what is currently being done and in finding new uses of the machine. The ELI can offer services to its students, staff, the university and the profession that it could not have imagined two years ago.

GPA-based certificates of merit for students; publications—articles, books and newsletters—of high technical quality by faculty; easily-updated information about the ELI and ELI students for dissemination around campus and to sponsors; and assistance with computerizing for other programs—all these are reality now. Promotion efforts and ways to track their results are possible now in ways that were not possible before.

Becoming computerized is like becoming a parent: you know there will be changes, and many people tell you of their experiences, and you try to learn as much as you can in order to be prepared—but the reality is not quite like anything you read or heard. Some of the changes are obvious and predictable, but others are quite subtle. Some are mundane; others, far-reaching. If staff members are actively involved in the changes, they will see opportunities for creativity and growth; if people just feel threatened by the "invading" computer, they will see only problems. There are always problems, in parenting and computerizing, but an office or a parent with a strong desire to carry it through will get past the problems and into the possibilities. With proper preparation for change in those affected by it, the final result will be positive.

Computer Systems for International Education Available from IIE

Computer Systems for International Education is designed to help institutions develop integrated information systems that meet their need for foreign student data. It is a valuable tool for systems analysts, foreign student advisers, and foreign admissions officers. It includes: the basic concepts of system design; coding systems for foreign countries and fields of study; tips on collecting data to meet the special needs of the foreign student office; a model student information system; and further sources of information.

To place an order, send $3.95, plus $1.50 postage and handling per copy to: Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009, U.S.A. Please include payment with your order and make the check payable to NAFSA.

Don't Miss It!

by Rick Sullivan
Alhambra School District

Sights are set on Southern California for TESOL's 20th annual convention. TESOL '86 will be in Anaheim, the center of all the Southern California fun, from March 3-7 at the new Anaheim Hilton Hotel. This hotel is adjacent to Disneyland and minutes from Knotts Berry Farm, Hollywood, along with 20 other major attractions and beaches. Anaheim is Orange County's largest city. It is easily reached from major airports—Los Angeles International, John Wayne Airport, Ontario International and Long Beach.

Diversity is the keynote of this region that encompasses a potpourri of cultures and industries, sights and attractions. More than 13 million people reside in the Orange-Los Angeles County area. This part of Southern California is criss-crossed with busy freeways and skyscrapers. There is a homogenous blending of communities, each with a distinct character and identity.

The planning committee has been in full operation since last spring. The local planning committee is co-chaired by Rochelle Wechter, ESL Language Centers, and Stephen Sloan, Los Angeles Unified School District. Twenty committees with more than 100 people are working hard to produce a full week of conference activities along with a variety of other professional attractions.

Convention Plans

The convention will open on Monday, March 3 and will close at 6:00 p.m. on Friday, March 7. All activities will be at Anaheim Hilton Hotel. The formal opening session will be Monday evening. All academic presentations, including workshops and colloquia, will be spread throughout the week.

The program will consist of papers, demonstrators, poster sessions, sessions sponsored by TESOL's fourteen interest sections and exhibits of teacher-made video tapes and other materials.

To facilitate the participation of classroom teachers and others in the local area whose schedules preclude daytime attendance, the program committee is planning to include several evening sessions within the program.

Call for Volunteers on Site 3/3–7

At least 1,000 volunteers are urgently needed to assist with the smooth running of TESOL '86. Volunteers should try to [illegible] time in half-day segments of five hours [illegible] or less, if you wish) and be [illegible] about assignments. Anyone wishing to volunteer should send [illegible] name, address, day and evening phone numbers and days and [illegible] time con- [illegible] Director [illegible] Center, U.S.C. [illegible] WPH 1000, Los Angeles, [illegible] U.S.A. Telephone: [illegible] by February 1, 1986. Any time you are able to give to [illegible] will be greatly appreciated.

Other Activities Planned for TESOL '86

- **Breakfast with the Stars**—From Tuesday to Friday the early risers will have a selection of "stars" to breakfast with. Thirty-five to 40 top names in TESOL will participate in these breakfasts.

- **Educational Visits**—Orange County and its surrounding area, the mecca for Indochinese refugees and immigrants from south of the border, have developed a variety of educational programs and instructional approaches to meet the needs of limited or non-English speakers at all levels. Wherever your interests may lie—in teaching, teacher training, curriculum development, research, supervision, or administration—the representative sampling of schools and programs that is being organized for the TESOL '86 Educational Visits should include an attraction for you.

These visits are being scheduled by levels and areas of interest: ESL, Sheltered English, Skills Centers, Newcomer Centers, Bilingual K-6 and Bilingual content area 6-12 in the elementary and secondary schools; survival/vocational/academic ESL for immigrant and refugee adults; intensive academic-preparation ESL; ESL/EFL for university credit, and teacher preparation programs. Consultations with staff, where feasible, are also being arranged.

The educational visits have been scheduled for Tuesday and Wednesday, March 4 and 5, 1986. Please consult the Schedule of Educational Visits found in your pre-registration packet and indicate your choice of visit(s) on the pre-registration form.

Additional visits may be available during the convention. On-site registration on a first-come, first-served basis will be handled at the Educational Visits desk at TESOL '86.

- **The Presidential Reception and Dance** will take place Monday evening, March 3rd, following the official opening ceremony. This will be an opportunity to renew old acquaintances and make new ones as the convention gets under way.

- **A Royal Evening Aboard the *Queen Mary***—Tickets are available for dining-dancing aboard the *Queen Mary* on Wednesday evening, March 5th, with transportation provided from the Anaheim Hilton. You will also have time to stroll the promenades and decks of this great ship. 1930's attire is recommended (optional).

- **Escorted Dinners** will be hosted by members of the hospitality committee to a variety of ethnic restaurants in the area. These are scheduled for Tuesday, Thursday and Friday nights with four choices per night.

- **The Employment Clearing House** will be open Tuesday through Friday, providing opportunities for interviews and contacts between employers and applicants at the convention.

- **Organizational Network—Thursday afternoon**—This will be an opportunity for TESOL convention participants to meet and network with more than 50 organizations and groups whose operations and interest overlap TESOL's social, cultural and professional interests.

Fun, Entertainment and Sightseeing

For family fun, entertainment and sightseeing, there are many other attractions that you can choose from during your week in California including Disneyland, Knott's Berry Farm, Universal Studios and Marineland among others.

March weather in Southern California is moderate, 50°-75°. During the daytime the weather will be warm (not hot though). In the evenings it may cool off and a jacket or sweater will be needed. Rain is very unlikely. As far as dress goes, the key words in Southern California are "casual and comfortable."

Further details on convention activities are included in the pre-registration packet mailed in early November to all TESOL members. To request additional packets, call the TESOL Central Office: (202) 625-4569.

The over 2500 members of the host TESOL affiliate, CATESOL represent services to more than 1,000,000 limited English proficient students in the state of California. I hope many of you from all over the world will be able to come and meet them in Anaheim at TESOL's 20th annual convention.

About the author: Rick Sullivan is the Secondary ESL Instructional Specialist for the Alhambra School District, Alhambra, California.

Transportation from Major Airports to TESOL '86—Anaheim Hilton

Scheduled Transportation—Schedules are posted near baggage claim area at airports.

- The Airport Bus/Airport Service—telephone: (714) 776-9210—scheduled stop at Anaheim Hilton. Fares: $9.80, Los Angeles International (LAX); $3.95, John Wayne; $4.85, Long Beach.
- Airlink, Fun Bus—telephone: (714) 635-1390—LAX only, scheduled stop at Anaheim Hilton. Fare: $8.75.

Non-scheduled Transportation—Available from the four major airports.

- **24-Hour Airport Express,** telephone: (714) 738-5106; telephone: (800) 423-4647 (toll-free out-of-state).

(Rates given below are for 1st person; each additional pays $5)

Rates: LAX—$31; John Wayne—$33; Long Beach—$33;
Ontario—$36, air-conditioned van

For 7 or 11 people, a van is available for $79. Reserve 24 hours ahead.

- **Airport Transportation,** telephone: (714) 558-1413; telephone (800) 854-8171 (toll-free out-of-state); telephone: (800) 422-4267 (toll-free in California).

Air-conditioned van, LAX—$31 for 1st person, $5 each additional person.

For 25 people, buses are available for $135 + 10% gratuity for driver.

- **Abia Airport Shuttle,** (714) 994-1681

For 7 to 10 people, a van is available for $60.

Rates: LAX—$30, John Wayne—$23, Long Beach—$25, Ontario $29, Van

- **Golden Coachcraft Airport Shuttle,** (714) 990-8470

Rates: LAX—$29; John Wayne—$33, Long Beach—$33, Ontario—$36, Van
(Rates given are for 1st person; each additional up to 10 pays $5.)

TESOL '86 Week at a Glance

Monday 3/3		Tuesday 3/4		Wednesday 3/5		Thursday 3/6		Friday 3/7	
9:00-11:15 a.m. Workshops and Colloquia 	*7:30-8:30*	Breakfast with TESOL S★T★A★R★S		Breakfast with TESOL S★T★A★R★S		Breakfast with TESOL S★T★A★R★S		Breakfast with TESOL S★T★A★R★S	
	8:30-9:15	Concurrent Sessions	Affiliate Council	Concurrent Sessions	Interest Section Business Meetings	Concurrent Sessions	Interest Section Council	Legislative Assembly (Annual Business Meeting)	
	9:30-10:15	Concurrent Sessions		Concurrent Sessions		Concurrent Sessions			
	10:30-11:15	Break Exhibits						Final Plenary Shirley Brice Heath Awards Ceremony	
	11:15-12:30	Plenary Deborah Tannen		Plenary Roger Bowers		Featured Speakers John Baugh, Stephen Gaies, John Higgins Carole Urzua, Carol Whitten			
11:15-1:00 Lunch	*12:30-2:00*	Lunch and Exhibits							
1:00-3:15 *3:30-5:45* Workshops Colloquia and Affiliate Leadership Workshop *4:30*-Newcomer Orientation *7:30*-Opening Plenary Ronald Roskens *9:30*-President's Reception and Dance	*2:00-4:15*	Concurrent Sessions	I.S. Academic Sessions *Elementary,* *Teacher Ed.,* *Program Admin.,* *TEI*	Concurrent Sessions	I.S. Academic Sessions *Bilingual,* *CALL, Adult,* *EFS ESC,* *Applied Ling*	Concurrent Sessions	I.S. Academic Sessions *Secondary,* *Research,* *Higher Ed.,* *SESD,* *Refugee*	*2:00-2:45* Concurrent Sessions *3:00-3:45* Concurrent Sessions	*2:00-4:00* Swap Shops Software Fare
	4:30-6:00	Concurrent Sessions Newcomer Orientation	Standing Committee Work Sessions	Concurrent Sessions Newcomer Orientation	Standing Committee Open Meetings Poster Sessions	Concurrent Sessions Standing Committee Work Sessions	Networks *Editorial,* *Organizational,* *International*	*4:00-5:00* I.S. Planning Sessions	
	6:15-9:00	Discussion Sessions				Discussion Sessions			
	Other Events	Escorted Dinners		An evening on the *Queen Mary*		Escorted Dinners		Escorted Dinners	

Exhibits:		
	Tuesday	8:30 a.m. - 4:30 p.m.
	Wednesday	9:30 a.m. - 5:30 p.m.
	Thursday	11:00 a.m. - 7:00 p.m.
	Friday	8:30 a.m. - 12:30 p.m.

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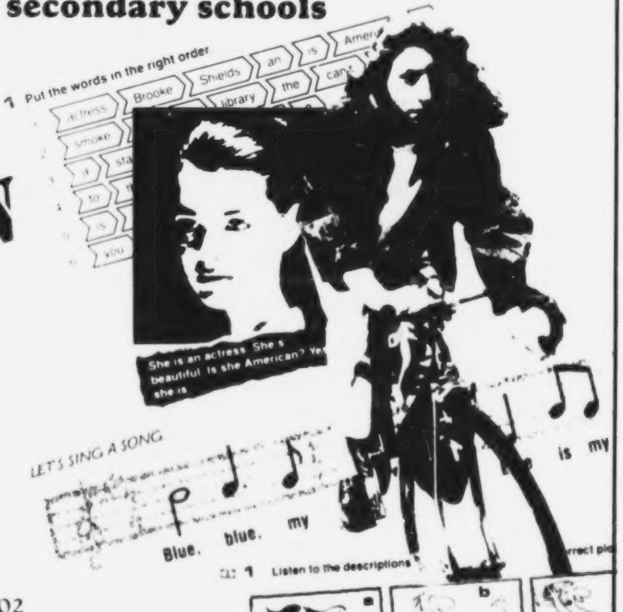
1 Put the words in the right order
actress
Brooke
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can
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to
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you
She is an actress. She's beautiful. Is she American? Yes she is.
LET'S SING A SONG
Blue. blue. my
is my
1 Listen to the descriptions
rrect pic
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Teacher as Listener:

Listening Skills Through an Understanding Relationship

by Jennybelle Rardin and **Robert Oprandy**
Counseling-Learning Institutes — *Teachers College, Columbia University*

Much methodological attention has been directed recently to the role of listening in the various "comprehension approaches" to foreign and second language teaching-learning. By now the names Nida, Postovsky, Asher, Morley, Newmark, Winitz, Rivers, Krashen, and Brown are firmly established among those who have highlighted the importance of listening,[*] which Morley predicted at the beginning of the decade would emerge as "the keystone skill" of the eighties.

Seldom realized in the lineup of approaches emphasizing listening has been the Counseling-Learning model for education. There appear to be some major differences between C-L/CLL and the approaches to listening by the authors listed above. At the heart of the differences is the role of the teacher not primarily as someone providing activities aimed at helping students develop their listening skills, but as someone who provides a personal model of effective listening engendered in the carefully cultivated relationship and atmosphere of understanding that underlies the approach. The influence teacher-as-genuine-listener can have on a group of students is central to individual learning and to the creation of community in the classroom. Consider the question and follow-up comments of an ESL student during the reflection time integral to C-L/CLL experiences:

> How you understand every word we want say? Sometime seem like you in our head and heart before we say. Outside in street and shop, other no understand. I think because you special. You want understand. Other people no want understand.

The Nature of Listening

These few sentences, regardless of their imperfections, say a lot about the nature of listening. They highlight both the good feeling engendered by being carefully listened to, and the frustration of the contrastive experiences when one is not well listened to. They also say something about the motivations of persons listening or not listening. When the teacher's role is described as an "understanding" role in Counseling-Learning terms, it means that the teacher embodies the art and skill of listening in the classroom. In this sense the teacher not only teaches specific listening skills but also models such skills through his/her relationship with students and the way in which he/she listens with an understanding heart, a wholeness, to all that is being communicated by his/her students. In the dynamics of an "understanding" relationship, the teacher is aware of the spoken and unspoken communications from the students and is responsive to them. So in the larger sense, this is what it means to listen with a "third" ear, to listen with the openness that tries to take in an entire communication.

Listening requires an intentionality so accurately expressed by the student: "... you special. You want understand." If a teacher's intention is to understand his/her ESL students, a major step towards creating a trusting and non-defensive climate has been achieved. Through the teacher's commitment to listening, all attention is brought to bear on what each unique learner is trying to communicate. As Ossie Davis at the 1985 TESOL Convention so eloquently commented:

> Listening to a student comes from an attitude on the part of the teacher. If you listen merely to measure the degree to which the student is able to parrot your instructions, or what he or she reads in a book, you can get an answer that you can calibrate in numerical terms. That is important; not necessarily basic. . .
>
> Listening is to me the most creative, the most responsible part of a teacher's profession. . .

Without such commitment and the requisite skills that go along with it, a genuine desire to learn from the other person (the one communicating) can be elusive. Without this commitment, whatever listening takes place will most likely be partial, focused on specific fragments rather than the whole or broader context which is essential for learning. As Smith (1971) points out, in learning to read, the reader must bring with him/her a commitment to whatever is to be read and understood. Without this, a reader may be said to be decoding but not grasping meaning or comprehension. The same is true for listeners. When listening is not done in a superficial, narrow and limited way, but in a skillful and holistic way,

> there is a rhythm that people have towards one another, almost like the diastolic and systolic action of the heart, or like breathing. This is the rhythm of life.... There are no fixed categories here but a kind of breathing rhythm when, at the right moment the listener knows that he is the listener and the speaker knows that he will be delicately, sensitively and artistically listened to. Creative relationships imply a rhythm between people rather than the fixed dichotomized categories (implied in such labels as) counselor and client . . . (Curran, 1970, p. 15.)

Threat Inherent in Not Being Understood

Whenever two or more people communicate there is almost always the threat that understanding will not take place and therefore implicitly the one communicating will feel "rejected". It is on this basis in the Counseling-Learning context that the teacher takes the responsibility of being a sensitive listener first. If the teacher is truly understanding, students will risk spontaneous communication, giving more strength to this unfolding atmosphere of trust. This is what the student quoted earlier was aware of. The teacher communicated herself as one to be trusted, one who willingly understands even the distorted interlanguage with its mistakes and miscues. It is in this kind of relationship and atmosphere that creative listening and learning dynamics are set into motion. Without this trusting relationship, communications remain protective, tightly monitored, rigid and limited. Charles Curran (1970, p.1) wrote of "Sartre's 'no exit' conception of a world filled with people speaking furiously over telephones everywhere, into phones that are off the hook with no one listening." While this may sound like an extreme case, we wonder how often and how subtly teachers either don't pick up the phone or hang up on their students without realizing it.

Listening in Community Language Learning

When the lines of genuine communication are open for creative speaking-listening to occur, most students will soon gain security with any number of more discriminating listening activities. They are enabled by this security to open up to the more finely tuned aspects of English they will need to accomplish the ultimate goals of any approach to language teaching-learning—fluency, accuracy and the emergence of an increasingly confident target-language self.

The next two paragraphs briefly mention several activities popularly associated with CLL showing the important place afforded a more discriminating kind of listening than the broader kind which is being emphasized in this article. However, we don't intend these activities to be considered a fixed progression of steps in a prescribed sequence to teach listening skills. To be understood in their proper context, they must be seen as flowing from the understanding relationship initiated by the teacher-as-listener.

In the traditional CLL class, the students begin by saying whatever they wish to whomever they choose in the group. The teacher's engaged listening during this conversation allows him/her to retranslate whatever form of interlanguage has been used into the more appropriate form of English they seek by definition of taking an ESL class. Each student then records this communication onto a cassette tape. After completing their own English conversation, the group listens to a playback of it. This is followed by a second listening, a time for more concentration on comprehension and correction, depending upon the level of security and readiness of the students. The third listening of the conversation is stopped after each sentence to give either the teacher or the students the opportunity to write several selected sentences on the board or newsprint. As is obvious from what has been described, listening plays a key role in this process.

After the transcript is completed, a series of other relationships between teacher and learners is initiated, allowing the students to listen even more carefully and in the relaxed position of not having to produce anything new. These relationships vary from just listening to the teacher saying the sentences a few times with the students quietly listening to them, to the much more active engagement of controlling the teacher as a "human computer" for sometimes quite intense though short periods of listening over and over to minute discriminations in the sounds of words, phrases, and entire sentences chosen by students from those on the transcript. The rest of the students in the "overhear" position intently listen to the student practicing and to the human computer, who non-judgmentally reproduces as output the linguistic items initiated by the student who is "on line," so to speak, at the time.

All these and any number of other experiences allow students to attend to various aspects of English in a non-defensive way. The security these activities foster in the students is proportional to the sensitivity and care with which the teacher structures and carries them out. It is then through reflection that students are again

Continued on page 20

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[*] Readers unfamiliar with some of these names can consult the Blair and Winitz anthologies for articles by most of these authors or consult the references on page 21.

Teacher as Listener

Continued from page 19

given the opportunity to use English in a most meaningful exchange with the teacher-as-listener.

Reflection Time

It is usual at the end of a series of activities or even at the end of one activity for the teacher in the CLL relationship to give the students an opportunity to reflect on their learning experience. During this reflection time the art and skill of engaged listening gains crucial importance. During reflection the learners have the opportunity to share—in English—feelings, reactions, and awareness about themselves as learners, as well as about anything that has happened in the learning experiences. If the teacher is, as the one described at the beginning of this article, ". . . you special. You want understand," the learners are in a position to gain insights not only into the English they are learning but also into values about themselves and others as persons and learners.

The following excerpt is taken from a practicum class in CLL at Teachers College, Columbia University:

T: Today, as we end our first week, what we'd like to know is how you are feeling about yourselves as learners of English and also how you feel about being in the group.

S1: It's natural for the first hour because people from all over the world with different habits and background, and we meet together here and we ask each other where from and we quickly have a connection, something common because we all have here the same aim, to learn to practice English.

T: So the fact that you are all wanting to learn English created a common bond right from the beginning?

S2: I agree but my feeling is very interesting. It's a very interesting experience for me with different people to learn your system. Here is very special for me as (a) teacher. Very interesting because the system used is to make us all the time active in activity. We are not passive students. We are responsible and this is very important for us. (Note: This student is a teacher in her own country.)

T: What you really like is the fact that all these people from different places come together and you discover you can work together. And you like the fact that you are the ones who are really making the material you work with. You are responsible. (Student spontaneously responds, "Yes.")

S3: I think everyone here comes from different countries and everyone, everyone speech has different accent, so sometimes I cannot understand but does no matter because the teacher understands and corrects our speech so we all learn.

T: You find it helpful when the teacher understands everyone even though there are many different pronunciations and when we give you the corrections or better ways of saying something?

S3: I'll say okay. Each people have here different knowledge. And the different knowledge in this meeting together making together a union of the people, union of the culture, union of the nature, union of the languages, and union of the human.

T: You are experiencing that people are coming together on many different levels, in their mind, in their speech, maybe in their hearts.

S3: That's right. And every hearts this moment is the same.

We can see from the students' statements that they feel a sense of active engagement in the learning process and that there is an understanding among them even though many different nationalities, personalities, levels of knowledge, and accents are represented, not to mention the fact that most of these students barely knew one another. We would propose that listening with an "understanding heart" is what makes this kind of learning experience possible. Once students realize that the teacher is going to "catch" their communications even though they are not perfect and oftentimes very far from perfect, the students will feel free to risk real, spontaneous and fluid communications with one another and the teacher, as we

Continued on next page

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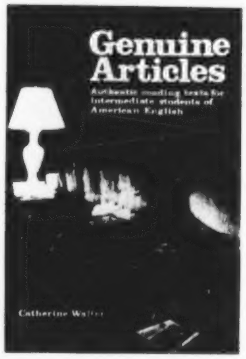
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The Bridge Course: Listening Comprehension in Authentic Settings

by Pat Wilcox Peterson
Macalester College

The transition from language class to subject class is often traumatic for students and teachers alike. Complaints such as the following can be heard all too frequently.

"I don't need this ESL class. I've studied all this grammar before. Let me into that algebra-trig class. I've got a good background in math." (from an advanced level ESL student)

"These students are not prepared for algebra-trig. Not only are their English skills too weak to handle the word problems, but they are used to rote learning and can't do the kind of analysis which is required. Can you give them some more language work, and we'll send them to the Learning Skills Center for basic math?" (from a math teacher)

"I am having so much trouble with my sociology class. The lecturer speaks too fast and uses slang, and I don't know what I'm supposed to remember. He uses examples like the Beach Boys and the bums on the street, and I don't know what they all mean." (from a student in her first semester out of ESL)

There are variations on these basic themes, but the common thrust of the complaints often is that students do not find ESL classes relevant, and subject teachers do not consider ESL graduates to be well enough prepared.

The problem seems to be the content of traditional language classes, but the answer is not to turn the students over to subject teachers who may lack awareness of the language learning process or of cultural differences in learning styles. Language acquisition theory argues for continued contact between the language students and their teachers at this level. It is the language teacher who knows how to deliver English input at a comprehensible level for the students (Krashen, 1982).

Two Answers

One answer to this problem is to introduce the teaching of subject matter into ESL courses. Such courses taught at the intermediate or advanced level by a language teacher are called "segregated" or "sheltered" classes; native and non-native speakers of English are not mixed together in the same class. This type of class may be quite effective for language acquisition, but it does not fully prepare students to enter authentic college lecture classes. Sooner or later students must leave ESL and take their chances with other fields and other teachers.

Another solution to this problem, currently being tested at Macalester College, is the "bridge course." This approach is similar to a model described elsewhere (Brinton and Snow, 1985) as the "adjunct" course, providing the final step in the transition to academic independence. A bridge course involves two courses taught in tandem: a subject course such as geography, taught by a geography professor, and a companion course in academic study skills, taught by a language specialist. The geography course is not modified in any way to accommodate international students, who comprise up to 50% of the class. In this way the students enjoy a totally authentic classroom experience. The ESL course immediately follows the geography class, and the language exercises of the ESL course are based directly on the course content from geography. In the tradition of ESP (English for Specific Purposes) and EAP (English for Academic Purposes), the bridge course depends on close cooperation between the language and subject specialists.

The Method

At Macalester, needs assessment for the bridge course began almost a year before it was taught. The first step was for the language specialist to become familiar with the content of the lectures in the human geography course. During Spring 1984, all 40 of the lectures were videotaped, viewed, and catalogued. The language specialist outlined the content and discourse features of each lecture and identified segments which could be used for teaching a point of geography or a feature of lecture discourse. Thirty-three clips were selected and edited onto laboratory copies of videocassettes, and transcripts and listening outlines were prepared for lab work.

Special effort was made to choose segments which included visual displays such as graphs, charts, or diagrams. Visual representations lend themselves to pedagogical exercises of the "information transfer" type (Widdowson, 1979) requiring students to write compositions based on the diagram, or to apply information from reading selections in the construction of a diagram. Other types of exercises are based on additional discourse modes found in social science lectures (Peterson, 1984); students practice finding definitions in context, matching examples with the main ideas they are meant to illustrate, and making relational statements based on various theoretical models.

Another important course goal is for students to use the chapter readings and assigned library work to reinforce the knowledge they have gained through the lecture. Students develop skills of skimming, scanning, organizing information, rapid reading, and reporting both orally and in writing.

Evaluation

The bridge course is being evaluated in several phases. Instruments for evaluation include course evaluation forms, interviews with students, and a sequence of tests of listening comprehension ability. In the final phase, longitudinal studies will be made of the students' academic records several semesters after they finish the bridge course, to answer some basic questions about the efficacy of studying subject matter in language classes.

Informal appraisal of the course points towards positive results. Student retention and final course grades in geography are decidedly higher with the bridge course approach than they have been in semesters before the extra language help was available. Examination of test scores in geography shows a dramatic improvement throughout the semester for international students who were in the study skills course. In several cases, international students in the study skills course actually outperform native speakers on the geography tests.

Non-native students who show high levels of English proficiency on diagnostic placement tests are offered the opportunity but are not required to take the study skills part of the bridge course. Comparison of the achievement in geography of these students with the scores of international students who are taking both parts of the bridge course shows that in most cases, the students with study skills support do better than their peers, who have a higher initial level of language proficiency but lack the study skills support.

Many Skills Involved

All of these observations tend to reinforce the notion that at high levels of language learning, comprehension and performance depend on cultural, cognitive, and organizational skills as well as on language skills. Bridge courses are effective because they address all four skill areas in an authentic context.

About the author: Pat Wilcox Peterson teaches in the Department of Linguistics/ESL at Macalester College. She wishes to correspond and build a network with others concerned about bridge/content courses in TESOL and encourages readers to write to her at: Linguistics/ESL, Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105, U.S.A.

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Teacher as Listener

Continued from page 20

see from the previous reflections. It is in this kind of genuine communication that students gain hope and the desire to listen to and learn from one another in spite of their differences in pronunciation, personality and background. Once this kind of commitment to listening is enkindled in the students then discrete listening skills can be worked on more effectively. So just as the teacher is experienced by the students as a genuine and committed listener, he/she can set off a ripple effect, encouraging learners to become sensitive, respectful and skillful listeners of one another and of the English language.

About the authors: Dr. J. Bardin is one of the directors of Counseling-Learning Institutes. R. Oprandy coordinates the TESOL M.A. Program at Teachers College, Columbia University. The authors wish to thank Ms. P. Tirone for her significant contributions.

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White's recent death reawakens the awareness and appreciation of his contribution to literature—one, in my opinion, to be savored frequently.

K. M. Reilly
New York University

Voices of Resurgent Islam, **edited by John L. Esposito. 1983. Oxford University Press, 200 Madison Avenue, New York, New York 10016. 291 pp. $11.95 paper.**

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Examining ESL Listening as an Interpretive Language Process

by **John Merton Murphy**
Brooklyn College, CUNY

In the spring of 1985 I completed an investigation into the listening strategies of ESL college students that had evolved into a doctoral dissertation. As part of this experience I spent over six years exploring what kinds of listening activities were most effective with the ESL students I met in class. In the study, I collected ESL college students' oral and written responses to listening selections. The selections listened to were commercially available audio recordings that simulated academic lectures. It was necessary to develop a 'stop-and-go' procedure for the participants to interact with the listening selections. While playing a recording I simply had them signal with a hand gesture when they were ready to respond through speech or writing to what they had heard. The students had control over how much material they would listen to before signaling to interrupt the tape. In this way I was able to collect and then analyze data on a language process that normally cannot be observed. The results of the study present convincing evidence that listeners generate internal texts which commonly differ from what they hear in unexpected ways (Murphy, 1985). This leads me to describe listening as an interpretive language process that embraces the interactive negotiation of meaning between speakers and listeners.

A danger of conducting a new study into listening is that one might overlook some of the many contributions that have been made by previous researchers. There are numerous methodologists who have published articles and texts offering advice on how to incorporate listening activities in the classroom. These readings are recommended for teachers who are looking for suggestions concerning: What does listening entail? (Devine, 1982; Pearson & Fielding, 1982; Lundsteen, 1979; Tarone, 1974) What are some specific skills in listening and how can they be classified? (Rost & Lance, 1982; Matthews, 1982; Goss, 1982; Nord, 1981) What is the best order to sequence these skills for classroom instruction? (Richards, 1983; Taylor, 1981) How can teachers select and construct appropriate materials? (Davies, 1980; Snow & Perkins, 1979; Stanley, 1979; Rivers, 1978; Godfrey, 1977) How can notetaking exercises be introduced? (Otto, 1979) And, in general, how should second language (L2) listening be taught? (Lebauer, 1984; Crow, 1983; Winitz, 1981; Davies, 1980; Hughes, 1974)

As well as journal articles and methods texts, there are many listening comprehension programs and textbooks that are intended for use with intermediate and advanced ESL learners (Mason, 1983; Dunkel & Pialorsi, 1982; Kisslinger & Rost, 1980; Sims & Peterson, 1981; Plaister, 1976; Morley, 1972). It is vital for us to preserve the best features of these resources for teaching, such as: the availability of high quality recordings, the concern for achieving high levels of accuracy in listening, the distinctions between scripted, semi-scripted and spontaneous speech, and the wide range of subject matters that are specifically geared toward the teaching of ESL listening. Traditional materials and methods of instruction ought to remain as part of the alternatives for teaching from which ESL teachers select.

At the same time, curriculum designers should bear in mind that most of the concepts underpinning the creation of these materials emerge from prescriptive advice that may prove invaluable to ESL teachers, but which did not grow out of a tradition of direct research into L2 listening. Generally, writers on listening introduce activities that L2 teachers have tried out in the classroom and which seem to work well. The prevailing method for instruction seems to emphasize the products of listening (e.g., students' ability to answer correctly on multiple-choice tests) and leaves little room for an analysis of listening as a language process. As one investigator has succinctly expressed this dilemma, ESL teachers have become proficient at testing listening comprehension but they are less successful at developing it (Matthews, 1982).

Recommendations

Most activities traditionally related to the use of commercially available audio tapes miss some opportunities to enhance the presentation of listening selections to ESL students. I encourage teachers to take advantage of the fact that as they play a recording they can interrupt it at any point and make live contributions to what is being presented. Likewise, students can perform a similar role with teacher assistance. I am more intrigued by classroom activities in which the use of a recorded listening selection is secondary in importance to the roles played by teachers and students, rather than the other way around. For example, teachers or students can stop a recording at different places and discuss or write about what was covered so far, what they think will be coming next, what kinds of information might be missing, what the material reminds them of, or the full range of their reactions to what they hear. These activities would address at least some of what we know concerning the interactive nature of the listening process.

Teachers and students might frequently act upon opportunities to paraphrase, ask or answer questions, introduce expansions, add contextual clarifications, and in other ways contribute to the content of what everyone is hearing. As students listen to each other in addition to a tape recording, they will probably appreciate the extra exposure to additional clues which will help them while trying to comprehend. Such procedures avoid the drawback of all recordings; they do not represent live demonstrations of language in the process of creation. By interjecting some of their own responses, language teachers can incorporate the use of audio recordings into their individual styles of speaking with ESL learners. These interactions between teachers, students, and tape recordings will make for more realistic presentations of language in the ESL classroom. Teachers' responses throughout the presentation of listening selections will better prepare students for their peer-to-peer interactions by showing them models for imitation.

In addition to these process-oriented styles of listening instruction, we can periodically incorporate a more traditional emphasis on listening to be followed by testing measures that are product-centered. By interweaving both kinds of activities in the classroom, we will help ensure students' well-rounded experiences with different kinds of listening in their second language. While addressing her attention to product-centered listening materials, Brown (1978) suggests that we should abandon the notion of correct answers during most activities and accept any responses that are reasonable interpretations of the content presented to ESL listeners. Other writers echo essentially the same theme when they point out that listening activities are meant to encourage L2 learners to tolerate the unknown, accept a certain degree of ambiguity, and stay in touch with a general sensitivity for the speaker's intended meaning (Matthews, 1982; Taylor, 1981). These more non-traditional views of what listening entails are important to consider as we begin to interweave process-centered and product-centered styles of listening instruction in the L2 classroom. We should also devise activities that permit students to integrate what happens in the classroom with their listening experiences in the outside world.

A danger presented by the use of electronic recordings is that some teachers may fall into the trap of overemphasizing their role in language classes. High quality recordings on accessible topics are important; they are potentially useful tools. Even more important is the realization that learning a second language is closely connected with learning to deal with people. An instructor's speaking directly to students will never effectively be replaced by the use of electronic recordings. Language teachers need to generate their own repertoire of topics that can be used as the focal points for classroom presentations. For some this might mean taking courses in public speaking, or in other ways developing a series of topics to be presented live in the classroom. Taylor (1981) advised that when developing such topics instructors might consider maintaining connected themes from one class session to the next. If students are given extended listening practice on a single topic before being switched to another, it may be easier for them to comprehend because they will have access to a familiar schema related to what they hear.

Being Listener-Considerate

What are some other steps instructors can take in order to produce listener-considerate samples of spoken English? Consider for a moment the image of spoken language as running water. If we are listening to a free flowing stream of speech, integrating what we hear may become increasingly difficult because we have no time to catch up with some of the information that rapidly flows by. To circumvent this problem, language teachers need to think of their speech as water flowing from a kitchen faucet. The faucet intentionally can be turned off and on in either rapid or slower succession. We can do this by inserting pauses into our stream of speech. As in my method for data collection, we can also adopt procedures for giving students control over turning the faucet off and on. In this way the amount of information we present remains the same but the insertion of intermittent pauses gives listeners extra time to make sense out of what they hear. Teachers need experience in developing a sense for how to insert these

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Examining ESL Listening

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pauses into their manner of speaking to ESL students. In addition, ESL students periodically need to take longer breaks in order to externally respond through speech and writing to listening selections and to interact with their peers.

Some Speculations about the Future

As we approach the final decade of this century there is an issue related to recent advances in technology that we need to address as well. What are the most efficient means at our disposal for presenting samples of spoken language for L2 listening instruction? Language teachers will always have to present live lectures in the classroom but there are a number of relatively new electronic devices we need to consider as well.

Tape records and tape players have been popular tools at our disposal and we have been using them for classroom instruction over the past few decades. Now we are seeing a virtual revolution in the use of home video cassette recorders (VCRs) and this presents some intriguing possibilities for language teachers. As these machines become cheaper and more widely available for classroom use we can take advantage of the potential they present for more effective listening instruction. A growing number of publishers have begun to produce VCR materials that are specifically designed for ESL listening instruction. More importantly, students and teachers can be guided in the use of these machines to record anything from television that is of interest to them, just as they already do from the radio. When being played, these recordings can be stopped while students are given a chance to respond to what they see and hear before returning to the listening material. As the stop-action camera is familiarly used during televised sporting events, video recordings can also be repeatedly replayed, slowed down, or scanned forward. I suspect that VCRs have the potential to revolutionize methods of listening instruction, but only if we prepare ourselves by learning more about the listening process. As we have come to recognize with respect to language laboratories, potentially useful electronic devices have their limitations and easily can be misused. By following process-centered methods for instruction and continued research, we can learn to use VCR and audio recordings wisely so that students may begin to interact with what they see and hear. While conceptualizing listening as an interpretive language process, it should become easier to design L2 classroom activities in which listening, speaking, reading, and writing all interrelate.

About the author: John Merton Murphy is an assistant professor of ESL at Brooklyn College, The City University of New York. He received an Ed.D. from Teachers College, Columbia University in 1985. His current research interests include the writing and listening processes of ESL college students.

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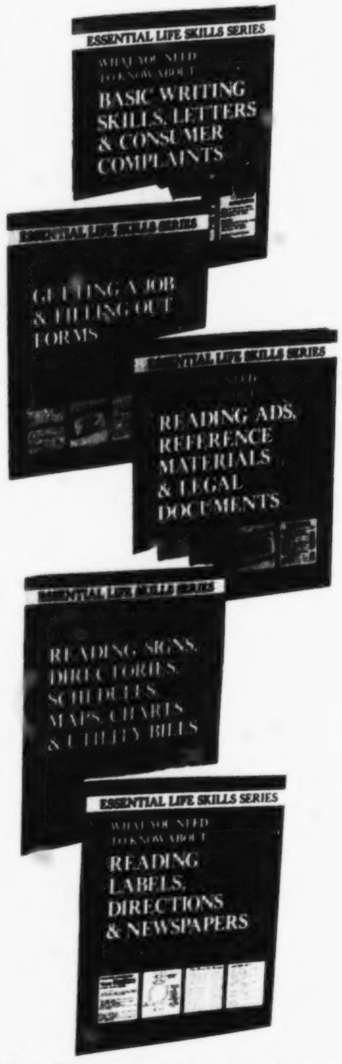
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Continuing a Listening Comprehension Approach Beyond the Beginning Level

by John & Mary Ann Boyd
Illinois State University Lab Schools

Much recent linguistic research has been centered on the implications of a comprehension or listening based approach to language acquisition. Having noted the natural order of listening before speaking in young children learning their native language, this research has called for placing a primary focus on the development of listening skills in the initial acquisition of a second language. With this greater emphasis on listening and the concomitant reduction in stress which occurs when production is not forced, a classroom environment can be created in which speech naturally emerges. These research insights have led many ESL practitioners to incorporate a listening approach with their beginning level students.

For the last several years we too have been moving toward increasing the listening comprehension component within our low level ESL classes. Our interest in a listening comprehension approach began shortly after we started working with Indochinese refugees over ten years ago. The stressful, production oriented activities we were using at the time seemed counterproductive for these students. So we worked to develop materials and techniques more appropriate for the needs—linguistic and otherwise—of our students. In the process we discovered the close relationship between oral production and stress and in consequence centered our materials' development on receptive language activities for these absolute beginning students.

We were so pleased with the results—in both student proficiency and attitude—that we began to speculate on what benefits a similar approach might have for our other—non-beginning—students.

The content of the materials we had been using however was not appropriate for more proficient students. Moreover, as we read more about the comprehension approach we realized that its focus was primarily on the introductory stages of language study—the implications of using this approach with non-beginners were not often discussed. In fact, one practitioner of the comprehension approach flatly stated that there came a point where listening activities had to move off center stage for more conventional production exercises.

We had become convinced however that a listening approach was a valid one to take with students at all levels of proficiency—if the listening activities could be expanded and changed to fit the changing needs of the students. We therefore began devising specific activities that would allow for greater use of receptive language in classes beyond basic beginning.

A rationale for the necessity of introducing material aurally before requiring production for students at all levels of language study can be found in the writings of researcher/practitioner Dr. James Nord. In his 1981 article he likened the schema of a mature speaker of a native language to two concentric circles. The larger outer circle represented receptive language while the smaller inner one represented an individual's active, productive language. In second language classrooms, he cautioned, teachers have too often tended to teach directly to the inner circle, expecting production of all that the students are exposed to aurally. A more natural and efficient method is to teach instead to the receptive circle. The payoff occurs each time the outer circle enlarges, for as it does the inner productive circle tends to automatically expand.

We have developed a three cycle listening-to-speaking activity built on these principles. In cycle one, the students are asked a series of Yes/No questions based on common knowledge. Their ability to respond (non-verbally through checking Yes or No on their papers) is quite naturally related to the amount that they have comprehended. If they do not understand the content of the question, they are then provided with an opportunity to ask clarification questions. These clarification questions begin with the most elementary query—"Would you repeat that?" From there they move to more precise attempts to gain comprehension through questions such as "What does the word ___X___?" or "Could you please spell the word after ___X___?" or "Does ___X___ mean___________?"

Once the students comprehend the questions of cycle one and show that comprehension by successfully responding to the Yes/No questions, they are asked questions covering the same content now placed in an either/or framework. They are now at cycle two—limited production of material already heard aurally.

After this stage has been successfully completed, the students are asked to produce language. This occurs in cycle three when the students must initiate a response to open-ended Wh-questions. These responses however are still largely one word and still rely on material already heard several times in cycles one and two. By following such a progression, the students can move language from the outer to the inner circle naturally.

Another activity we have developed involves the use of a dialog. To make the exercise listening based however, we first have had to make several adjustments in the traditional way a dialog is taught. In this technique we combine dialog work with another standard second language classroom activity—the dictation.

Although oftentimes a dictation is used as an end in itself, we instead use it as an integral introduction to the dialog. In addition, we choose to introduce only half of the dialog initially so that the students can later be drawn into the process of completing it. Finally, since we acknowledge the multi-level nature of our classes (and all classes no matter how initially structured soon become multi-level) we prepare material at three levels of difficulty to accommodate the different proficiency levels.

The activity begins when the students, depending on their proficiency, receive one of three sheets—A, B, or C—for the dictation that will follow. Each sheet contains, in scrambled order, the sentences that make up one half of a dialog. Sheet A, for the less proficient, has a small number of blanks in each sentence which the students must fill in. Since Sheet B will go to the students with greater language proficiency, more words are left out for the students to write in. The students who receive Sheet C will discover that they need to fill in almost all of each dictated sentence. After the sheets have been given out, the teacher dictates each sentence and the students fill in the blanks on their particular sheet.

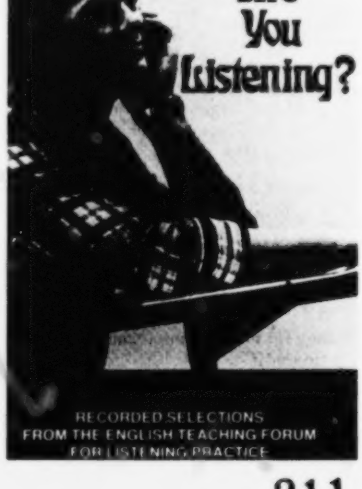
At the conclusion of the dictation, the students turn over their sheets and listen as the teacher reads the other half of the dialog. After this initial hearing, the students turn their sheets back over. As the teacher re-reads each line, the students supply the missing lines which they choose from their sheet of dictated statements. Because they have seen and heard each statement several times during the dictation phase, the difficulties in speaking are minimized.

The activities described are but two of the many listening based ones appropriate for non-beginning students. These activities, like those for students at beginning levels of proficiency, follow the natural order of language acquisition and reduce the stress that accompanies premature oral production. With activities of this nature, classes at all levels of proficiency can become listening comprehension based.

About the authors: John & Mary Ann Boyd teach ESL in the Illinois State University Lab Schools. They have co-authored four ESL texts; the most recent is *Listening Cycles*.

Reference

Nord, James. 1981. "Three steps leading to listening fluency." In Harris Winitz (Ed.), *The Comprehension Approach to Foreign Language Instruction*. Rowley, Mass.: Newbury House Publishers.


Are You Listening?
RECORDED SELECTIONS FROM THE ENGLISH TEACHING FORUM FOR LISTENING PRACTICE

Are You Listening? is a 132-page book published recently by the English Language Programs Division, Bureau of Education and Cultural Affairs of the U.S. Information Agency (USIA), Washington, D.C. It carries the subtitle *Recorded Selections from the English Teaching Forum for Listening Practice* and comes with an accompanying cassette.

The book and tape combination offers a variety of listening experiences as is evident from the titles of the selections: "American Light Verse" by Anne C. Newton, "If You Feel Like Singing" by Alice H. Osman and Jean McConochie, "Ten Shaggy Dog Stories," "A Graded Listening-Comprehension Program" by Celeste Zappolo, "Listen to Aesop" by Donald E. Bott and "Excerpts from Radio Programs."

As is generally true of many publications of the U.S.I.A., *Are You Listening?* is not available for distribution within the U.S. or its territories. However, outside of the U.S., inquiries and requests for the book and cassette may be made at United States Information Service offices.

IT WORKS

Edited by Cathy Day
Eastern Michigan University

This suggestion comes from Christine S. Alvarado and describes a part of a whole sequence of activities designed for a listening seminar for students with low level listening-speaking skills who plan to study in the U.S. You may want to experiment with some of these ideas. C.D.

Making the Most of Limited Listening Skills

by Christine S. Alvarado
University of Panama in Chiriqui

An orientation seminar to benefit students planning to study in the U.S. is being prepared at the University of Panama. These students will spend many of their first encounters listening to announcements, instructions, directions, and questions. Therefore, listening comprehension is emphasized as an integrated, not isolated, aspect of general communicative ability.

Traditionally, listening comprehension is not taught. Instead, students are helped to make maximum use of the limited proficiency they already have.

The assumption is that listening is most effective when listeners recognize the behavioral norms that hold for particular situations and use the strategies that facilitate understanding within them. Furthermore, listeners can learn these skills in one context and apply them in others with more efficient listening as the result. The basic assumption is consistent with both the cognitive and interactive perspectives already applied to ESL/EFL (Widdowson 1984, 1979, Kasper 1984, Carrell and Eisterhold 1983, Johnson 1982, and many others).

During the seminar, students learn and apply norms and strategies for four types of situations. (Students use English or Spanish, the native language; the teacher, English only).

1. Interpersonal, face-to-face: ordering a meal, cashing a check, shopping.
2. Interpersonal, non-face-to-face: placing a long distance call, talking on the telephone.
3. Public, face-to-face: listening in a large classroom, auditorium, or assembly.
4. Public, non-face-to-face: listening to the radio and to announcements in airports and bus stations.

For each situation, the students work through two phases, preparation and application. In the preparatory phase, they identify the norms, the parameters for normal verbal and nonverbal behavior for the situation in the other culture. Since for every situation there is a range of unmarked behavior, knowing the range will allow listeners to anticipate what they will hear and also how they will respond. Effective listeners will have several meanings ready and attempt to assign one to the language they hear. Students learn to do this in phase one.

But what happens when what the listener hears does not match any of the meanings expected? Or, what if the listener is not sure of his/her expectation? In this event, the efficient listener will use various strategies to negotiate the message until it conforms to one of the expected meanings or can be considered marked and unexpected. These strategies can be verbal or nonverbal, directed to the speaker or to others.

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, It Works, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197, U.S.A.

The study and selection of strategies is also part of phase one because the choice depends as much on culture-specific norms as on the type of situation involved. Three of the strategies taught are to ask for modification of delivery *(Please repeat that more slowly.);*

clarification of a term or expression (*What does X mean?);*

confirmation of an expected meaning (*You mean X ?*). Of the three, confirmation is the most useful because listeners can phrase the meaning in their own words, forcing the native speaker to check for a match. Students can seek confirmation by using synonyms, paraphrases, and explicit rhetorical devices. An example of the last type is when a student hears *Don't X until you Y* and responds, *You mean first I Y and then I X ?* Strategies not taught and thereby discouraged are vague statements such as *I don't understand* and *What?*

Consider, for example, the situation of making a long distance call.

Preparatory Phase (two hours)
Establishing Norms and Choosing Strategies

The teacher begins by asking students to describe the situation in detail. Then the teacher adds any culture-specific norms the students omitted.

For this situation, students should know that in the United States (a) operators are required to work rapidly and can not give long explanations, (b) person-to-person and collect calls are options the operator will ask about, and (c) opening greetings are not expected.

Once the situation is described and the norms established, the teacher asks the students how these affect the communication. Students must realize that because this situation allows for no nonverbal clues and little negotiation, they must anticipate the operator's questions and prepare their responses before they place the call. Students begin by listing the meanings (based on the functions) that the operator will probably express, such as:

Asking for information (numbers, place, type of call, caller);

Giving directions (hang up, wait, deposit money, begin speaking);

Giving information (no answer, busy signal, wrong number, lines occupied, person not in);

Asking for information (cancel call, try again, keep ringing).

Then the students, with the teacher's help, give at least two ways the operator can express each meaning in English. For example, *no answer* can be expressed by *There is no answer* or *No one answers*. For each meaning, students and teacher devise possible responses. For *no answer*, two different responses are *Please keep ringing* and *Thanks anyway. I'll try later.*

Next, students and teacher decide on appropriate strategies for making a call. One is to answer several of the operator's probable questions in the opening statement, *I'd like to make a person-to-person, collect call to the Republic of Panama.* Strategies for negotiation should be limited to quick confirmation or modification of delivery. Explanation (*What is a person-to-person call? What does it cost?*) is not appropriate here.

Application Phase (three hours)
Applying Norms and Strategies

With the norms established and the strategies described, students begin the practice in phase two.

Students begin the first activity with role-play in groups of four. Two members act the part of operator while the remaining two play the caller. The operator and caller pairs sit back to back to avoid nonverbal clues as in the actual situation.

For each call, the caller pair receives a slip of paper with instructions for the call (type, place, person) and the operator pair receives a paper with the complications (busy signal, no answer, wrong number). Groups work through the situation in pairs so that they can consult with each other for the best responses. After the first call, students switch roles and make a second call with new instructions from the teacher.

For the second activity, a student volunteer as caller and the teacher as operator work through another call, again back to back, but with no instructions. The activity is repeated with three volunteers, with the teacher varying the written instructions for each. All three calls are taped.

The final activity is discussion and evaluation of students' performance for the calls. Students listen as the teacher plays segments of the tape and asks first the volunteer, then the other students to comment on the responses given and offer possible alternatives. The discussion completes work on this situation, and the class moves on to the next.

Questions about the seminar have come from two opposing perspectives. The first is whether norms and strategies need to be taught at all since people in natural situations acquire them automatically. The second is whether this approach can substitute for traditional structurally or functionally based instruction.

The position here is that acquiring a language involves linking the linguistic with the non-linguistic, and that formal instruction in all these areas can accelerate the process. If so, this approach is a valuable complement to traditional teaching. At the very least, by helping students make the most of the limited skills they already have, this approach promotes confidence in those difficult first encounters.

About the author: Christine S. de Alvarado has lived and taught in Latin America since 1970. She is an instructor at the University of Panama and has published articles in *English Teaching Forum* and the *TESOL Newsletter*.

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Materials Used for the Teaching of Listening Comprehension: A Survey

by Nancy M. Works
University of Illinois

This paper is a condensed version of a colloquium presentation at TESOL '85. My thanks to the many conscientious respondents and to P. Fawn Whittaker, who contacted the colleges and universities in Hawaii.
N.M.W.

In 1972 the University of Michigan Press published the first ESL textbook and audio tapes devoted exclusively to the teaching of listening comprehension. That text, of course, was Joan Morley's *Improving Aural Comprehension*. Morley's book and tapes filled a need and was soon accepted by the profession as the standard classroom text. Then in 1976 Ted Plaister's *Developing Listening Comprehension for ESL Students* appeared. Though radically different in approach and methodology, these two textbooks addressed the same audience and virtually dominated the American teaching of listening comprehension until very recently. These two texts also helped define listening comprehension as a separate teaching subject worthy of perhaps three hours a week of classroom time—at least in intensive English programs.

After these two texts were published, teachers saw the need for separate listening classes, more material, and more varied materials. Listening comprehension was no longer considered a passive skill to be acquired by osmosis. At that point teachers began to beg, borrow, steal, and create individual lessons, then whole courses in listening for comprehension's sake. Still the commercial cupboard appeared bare for quite some time. By the late 1970s the status of listening comprehension as an ESL/EFL subject had improved greatly, and since that time there has been an enormous increase in the number of commercial texts, audio and video tapes. Today here must be well over 125 American titles alone. Where once teachers were desperately seeking material, today we are faced with a bewildering array of resources for teaching.

Administrators and teachers now are having to choose from among the many possibilities. In order to determine which materials are currently in use, for TESOL '85 I prepared and sent out a survey to fifty different universities and intensive English programs. (See Appendix A for results). The number 50 was chosen arbitrarily; thus the subjects were not randomly selected nor is the survey a representative sample of the hundreds of possible subjects.

Of the 28 institutions responding, 21 are in the United States on the mainland, 6 are in Hawaii, and 1 is in Canada. These institutions have students whose average age ranges from 17.3 years to 40 years. The lowest age reported was 16 and the highest age was 70. The language backgrounds are very diverse. The four largest groups (about 30% each) reported were: speakers of Spanish, Arabic, Asian languages, and African languages. For Asian languages large percentages of Chinese, Japanese, Korean or Malay speakers were reported. Predictably, a Florida university reported 95% Spanish speakers while a major California university reported 30% Asian language speakers. Seventeen of the 28 schools responding reported the number per year of students enrolled. The smallest program has 100 students, and the largest has 1200.

Respondents were asked to define four levels of English language proficiency using TOEFL scores. Results were inconclusive. First of all, many schools wrote that they do not use TOEFL for placement purposes. They use in-house tests, e.g. the Michigan Test. Some respondents use TOEFL only at the end of the term. Many programs, if not most, do not have four levels of proficiency as shown on the survey. The number of proficiency levels reported ranges from 2 levels (high and low) to 23 separate levels in the program of 1200 students. The different numbers of proficiency levels reflects the number of students in a program and the fact that proficiency is a continuum like the color spectrum which can be arbitrarily divided at different points.

The TOEFL score ranges reported here encompass a very wide range at each level. The lowest score reported for a level and the highest score reported for the same level were reported by different programs. Thus no one program has such a wide range of scores at one proficiency level. Also noteworthy is that the levels overlap greatly. One final point about proficiency scores: for the advanced level some programs included university students while others reported only pre-university students.

Faced with fitting their actual levels into the

Continued on page 29

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For more information write: Pamela Pine, Assistant Director, 1986 TESOL Summer Institute, Department of ESL, University of Hawaii at Manoa, 1890 East-West Road, Honolulu, Hawaii 96822 USA

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SESAME STREET

Materials Used

Continued from page 27

survey categories, everyone made an effort to place their text and tape choices by the levels shown. However, respondents indicated that they were not bound by the survey proficiency divisions. For example, William Biddle of Harvard wrote, "My groupings for the texts are approximate, and some of our instructors use texts surprisingly eccentric as far as level is concerned with remarkable results." Others also indicated that a good teacher can adapt the most unlikely materials, often materials intended for native speakers, e.g., Yates' *Listening and Note-taking* of general audience materials, e.g. *The Prairie Home Companion* radio show.

As to the materials listed on the results sheet (Appendix A) the 18 programs responding reported a total of 76 different titles. The ones listed are the most frequently used at roughly the level shown. Some materials were reported as used at two levels, some at three levels, and in one case at all four levels. (*Improving Aural Comprehension*). For any title to appear on the results sheet means that at least three programs use that item. The first title in each category was the most frequently reported for that level and the last title was reported by at least three programs. The most frequently cited title at a single level, Mason's *Understanding Academic Lectures*, was reported by eleven different programs. (See Appendix B for a list of all publishers of material cited in the survey.)

Although this nationwide survey is in no way comprehensive, it is a first attempt to gather useful information for administrators and teachers in charge of the selection of materials for the teaching of ESL listening comprehension in intensive English programs, colleges and universities in the United States. The survey will be followed by a selected annotated bibliography, and the author welcomes reader suggestions for that bibliography. My address appears at the end of Appendix C.

About the author: Nancy M. Works is a teaching associate in the Intensive English Institute, University of Illinois. She has also taught at Iowa State, Beigin, and Cornell Universities.

Appendix A

Results of a Survey of ESL Listening Comprehension Commercial Resources

(N = number of respondents)

N = 28 (21 U.S.A. mainland, 6 Hawaii, 1 Canada)
Educational level of institutions: college or university, institutes. (This survey did not address primary teachers, teachers of refugee groups or ESP teachers.)
Total number of students per year: smallest program = 100; largest = 1200. N = 17
Age range of students: $\bar{x}$ = 17.3 − 40 years
Language backgrounds by %: Spanish 30%; Asian languages 30%; Arabic 30%; African languages 30%

Materials Presently in Use

Key: **1** = teachers guide; **2** = text;
3 = audio; **4** = video

Used for Proficiency TOEFL Range 280-450. N = 5

Improving Aural Comprehension, J. Morley. (U. Michigan Press) **1, 2, 3**
Listening Dictation, J. Morley. (U. Michigan Press) **2, 3**
Whaddaya Say? N. Weinstein. (ELS Publications) **2, 3**

Appendix A, *continued*

Used for Low Intermediate TOEFL Range 300-500. N = 10

Listening In and Speaking Out, Intermediate, G. James, et al. (Longman) **2, 3**
Listening in the Real World, M. Rost and R. Stratton. (Lingual House) **2, 3**
Improving Aural Comprehension, J. Morley. (U. Michigan Press) **1, 2, 3**
Now Hear This! B. Foley. (Newbury House) **2, 3**
Kernel Lessons, Intermediate, R. O'Neill et al. (Longman) **1, 2, 3**
Listening Focus, M. Rost. (Lingual House) **2, 3**
Missing Person, A Radio Play, K. Anderson et al. (Longman) **2, 3**
Listening Transitions, M. Rost and R. Stratton. (Lingual House) **2, 3**
Whaddaya Say? N. Weinstein. (ELS Publications) **2, 3**

Used for High Intermediate TOEFL Range 400-575. N = 16

Advanced Listening Comprehension, P. Dunkel and Pialorsi. (Newbury House) **2, 3**
Listening In and Speaking Out, Advanced, S. Bode et al. (Longman) **2, 3**
Better Listening Skills, Sims and Peterson. (Prentice-Hall) **1, 2, 3, 4**
Listening Contours, M. Rost. (Lingual House) **2, 3**
Improving Aural Comprehension, J. Morley. (U. Michigan Press) **1, 2, 3**
ESL Audio Magazine, T. Buckingham. (T. Buckingham Associates) **2, 3**

Used for Advanced TOEFL Range 475-640. N = 8

Understanding Academic Lectures, A. Mason. (Prentice-Hall) **2, 3**
Advanced Listening Comprehension, P. Dunkel and Pialorsi. (Newbury House) **2, 3**

Other items cited by at least three programs for music/rhythm at elementary/intermediate levels.

Jazz Chants, C. Graham. (Oxford U. Press) **2, 3**
Mister Monday, K. Wilson. (Longman) **3**
Even If You Can't Carry a Tune, P. Merdinger and J. Rosenfeld. (Newbury House) **3**

Items Cited for TOEFL Practice

How to Prepare for the TOEFL, P. Sharpe. (Barrons)
Exercises for the TOEFL, P. Sharpe. (Barrons)
Building Skills for the TOEFL, King and Stanley. (Thomas Nelson)
How to Prepare for the TOEFL, Jenkins and Murphy. (Harcourt Brace Jovanovich)

Appendix B

Publishers List

Barron's Educational Series
113 Crossways Park Drive
Woodbury, New York 11797

ELS Publications
5761 Buckingham Parkway
Culver City, California 90230

ESL Audio Magazine
Sharilyn Wood, Editor
4615 University Oaks
Houston, Texas 77004

Harcourt, Brace Jovanovich
757 Third Avenue
New York, New York 10017

Lingual House Publishing, Inc.
P.O. Box 3537
Tucson, Arizona 85722

Longman, Inc.
1560 Broadway
New York, New York 10036

Appendix B, *continued*

Thos. Nelson & Sons, Ltd.
R & A Book Distributors
P.O. Box 1266
Canoga Park, Calfifornia 91304

Newbury House Publishers, Inc.
54 Warehouse Lane
Rowley, Massachusetts 01960

Oxford University Press
English Lang. Teaching Dept.
200 Madison Avenue
New York, New York 10016

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

The University of Michigan Press
839 Greene Street
P.O. Box 1104
Ann Arbor, Michigan 48106

Appendix C

A Survey of ESL Listening Comprehension Commercial Resources Institutions Included

American Language and Culture Program, Arizona State University
American Language Institute, University of Southern California
American Language Program, Columbia University
Brigham Young University, Hawaii
Centre for English Language Programs of English as a Second Language,
Brock University (Canada)
Center for English as a Second Language, University of Arizona, Tucson
Division of English as a Foreign Language, Georgetown University
English Department, University of Wyoming
English Language Center, Michigan State University
English Language Institute, Florida International University
English Language Institute, Oregon State University
English Language Institute, University of Florida
English Language Institute, University of Hawaii at Manoa
English Language Institute, University of Pittsburgh
English as a Second Language, University of California at Los Angeles
Harvard University Programs of English as a Second Language
Hawaii Loa College
Honolulu Community College
Institute for Intensive English, Union County College, New Jersey
Intensive English Institute, University of Illinois, Urbana
Intensive English Language Center, Wichita State University, Kansas
Intensive English Program, Colorado State University
Intensive English Program, Cornell University
Intensive English Program, University of Texas at Austin
Kapiolani Community College (Hawaii)
Language Center of the Pacific, California
Leeward Community College, Hawaii
Southeast Missouri State University

Note: the author's address is: Nancy M. Works, Intensive English Institute, 3070 Foreign Languages Building, University of Illinois at Urbana-Champaign, Urbana, Illinois 61801, U.S.A.

Listening and Notetaking: What Is the Effect of Pretraining in Notetaking?

by Patricia Dunkel
The Pennsylvania State University

The lecture method of instruction is the method of information transmittal most often encountered by native and non-native speakers of English in the university instructional setting where English is the language of instruction.

Taking notes during lecture presentation is the instinctive, even ritualistic, reaction of college students to a lecture presentation. Eisner and Rohde (1959) reported that a number of subjects became "very upset" when not permitted to take notes during a lecture notetaking experiment. Palmatier and Bennett (1974) surveyed 223 college students and discovered that while only 17% of those surveyed reported having received any formal instruction in notetaking skill development, 99% indicated that they regularly took lecture notes. Of those note takers, 96% considered notetaking to be essential to success in college. When asked by Hartley and Davies (1978) whether they considered notetaking to be an important activity, 98% of the American and 86% of the English samples queried responded affirmatively; however, only 56% of the Americans and 25% of the English students indicated that they had ever received instruction on how to take notes. One-hundred-ten international students studying English at the University of Arizona's Center for English as a Second Language were asked whether they judged development of notetaking skills in English important to their success in future university studies. Ninety-eight percent of those surveyed acknowledged its importance.

Notetaking is generally viewed by learner and lecturer alike as one class of mathemagenic activity (Rothkopf, 1970) that facilitates the process of learning and retaining lecture material. The facilitative effect of notetaking on lecture learning and recall is thought to derive from one or both of the two postulated functions of notetaking: (1) the encoding function and (2) the external storage function. Encoding supposedly aids learning and retention by activating attentional mechanisms, and by engaging the learner's cognitive processes of coding, integrating, synthesizing, and transforming the aurally received information into a personally meaningful form. The importance of the external storage function of notetaking is recognized by those who postulate that the notes serve as an external repository of information enabling later revision and review to stimulate recall. Carrier and Titus (1979) have dubbed the storage versus encoding hypotheses concerning the utility of notetaking the "product versus process" dichotomy. The importance and intertwining of both the encoding and storage functions in lecture notetaking have also been acknowledged. Ganske (1981) views notetaking to be a multilevel analytical activity, with product continually evolving from process.

The intuitive belief held by many educators that notetaking facilitates learning has spawned numerous study skills programs aimed at developing notetaking ability even though the few studies that have provided explicit pretraining on notetaking are equivocal in their findings. Peck and Hannafin (1983) suggest that it is possible that notetaking instruction may produce metacognitive, encoding format or schema changes, though not actually result in more efficient or accurate learning. They point out that in several studies instruction had no significant effect on achievement as measured in postlecture criterion tests, but produced written notes that were qualitatively (Robin, Fox, Martello, & Archable, 1977), structurally (Palmatier, 1971), or both qualitatively and structurally (Rickards & Friedman, 1978) superior to the notes produced by untrained notetakers. The effects of formal notetaking instruction versus learner-generated notetaking strategies, as well as the role of opportunity to physically record information, warrant further study, in Peck and Hannafin's opinion.

While there exists a dearth of basic research on the notetaking activities of non-native speakers of English in an English-lecture environment, several ESL curriculum designers have fashioned listening and notetaking courses to help prepare international students who intend to do degree work in an English-speaking university for the task of listening to lectures and taking notes on the information presented (Coltharp, 1969; Dunkel and Pialorsi, 1982; Mason, 1983; Plaister, 1976; Sims and Peterson, 1981; So, 1974; Young and Fitzgerald, 1982). Articles suggesting ways of helping students develop academic listening and notetaking skills have also appeared (Ewer, 1974; Mendelsohn and Klein, 1974; Lebauer, 1984; Otto, 1979; Richards, 1983; Snow and Perkins, 1979; Weissberg, 1974).

Given the amount of interest in designing notetaking curricula to prepare international students for the task of understanding lectures and recording lecture information, it might prove worthwhile to determine the effect notetaking pretraining has on lecture information recall and coding. While most of the experimental research examining the quality and quantity of notes taken or used has involved a one-shot analysis of the subject, a few studies have attempted to analyze the effects of pretraining on notemaking and information recall for native speakers. Corey (1935) was one of the first to attempt instruction in notemaking prior to listening to a lecture. Testing followed the training and lecture. Instruction consisted of directing students' attention to making notes in outline form; putting down main ideas and getting down in their notes names, dates, and places mentioned by the lecturer. In addition, students in the experimental group read, outlined, and handed in a chapter in a textbook describing good notetaking procedures. Results of the experiment indicated that "formal" instruction in notemaking had little effect upon student notemaking behavior or on achievement on tests. Corey concluded that instruction "in the amount offered" was more confusing than beneficial. In fact, subjects given no formal instruction scored slightly higher on the recall test. Corey suggests that giving students actual practice in notemaking may be of far more value in developing notemaking skill than merely instructing them about the essentials of notemaking via a crash and sketchy course in what they should "take down" in their notes. In Corey's opinion, formal instruction without constant practice and direction is, for all intents and purposes, useless. Corey also found that superior students (those ranking in the highest quartile of the Ohio State Psychological Examination) benefited more than inferior students from formal instruction in notetaking procedures. Jones (1930) pointed out that superior students (those with high GPAs) incorporated suggestions for improvement over pre-notetaking instruction.

Palmatier (1971) compared the effectiveness of four notetaking training procedures: (1) the traditional Formal Outline Procedure (FOP); (2) a three-column method described by Walter Pauk (1963) of Cornell University (PCU); and (3) a two-column method developed at the University of Michigan and Syracuse University, known as the Bartush Active Method (BAM); and (4) a No-special-Method Control (NMC), allowing for students to take notes as they wished. Seven class periods were taken up with notetaking training and practice. Results indicated that "training had not continued long enough for significant new skill levels to result" (Palmatier 1971: 239). Those students using the two-column procedure appeared to gain skills more rapidly than any of the other groups, but students in the FOP group showed a higher amount of essential content noted down than did any of the three other groups. No significant difference was discerned in test scores among groups.

The effects of pretraining subjects to use a notetaking system while listening to a lecture were compared with those given no pretraining in a study carried out by Carrier and Titus (1981). The notetaking system, designed at the Study Skills Center at the University of Minnesota, included (1) distinguishing between superordinate and subordinate information; (2) abbreviating words; (3) paraphrasing the lecturer's statements in one's own words; and (4) using an outline format. One-third of the students were informed that they would have a post-lecture multiple-choice test; another third, an essay test; and the final third were not told that they would be tested. Subjects who anticipated a multiple-choice test and who were given pretraining outperformed their nonpretrained counterparts on both types of exams. In addition, pretrained subjects took more efficient notes (calculated as the ratio of

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correct information units to total number of recorded words) than essay expectation subjects. Participants given no information regarding test mode also took more efficient notes than those expecting an essay test. The Carrier and Titus (1981) study indicates that test-mode expectation may play a role in notetaking strategy, quality of notes, and lecture recall.

From the findings of Palmatier (1971), Corey (1935) and Jones (1930) it would also appear that training in notetaking must entail more than a quick orientation or a crash course to teach students to take down the facts in as few words as possible. The instruction must be systematic, long-term, and must allow for continuous practice. Aware of the weakness of notetaking training programs, Robin et al., (1977) attempted to construct a systematic, long-range program that would teach underachieving college students to recognize and note down the most important information from a series of lectures. At the end of training, experimental groups averaged 50% to 60% of the critical lecture points, whereas the control group averaged only 37%. Robin and his colleagues emphasize that accurate notetaking is only one component of effective study and that students, in addition to being taught how to take notes, must also be taught how to utilize the notes taken. Although notetaking training led to an increase in the number of critical points transcribed by the subjects in the Robin et al. study, it did not necessarily lead to improved test scores for the better, albeit underachieving, college notetakers. Not only must students, therefore, be taught how to take notes, they must also be taught how to use the notes taken, i.e., how to study from their notes.

The knowledge base concerning the effect of notetaking pretraining for native speakers is small; it is nonexistent for non-native speakers. Research into the effect of particular pretraining approaches for ESL students on the quality of notes taken and subsequent recall of lecture information is sorely needed.

Research might survey international students concerning: 1) their perceptions of the value of notetaking during English lecture presentations; and 2) the amount of pre-training received or the lack thereof. Examining international students' notes might reveal cross-cultural differences in the organization and content of notes and might uncover strategies employed by the students in their attempts to encode lecture material. In addition, examining notes from the same students across multiple classes with different test requirements and content bases might also allow researchers to investigate notetaking and encoding strategies in more depth.

About the author: Patricia Dunkel teaches courses in applied linguistics and TESL methodology at The Pennsylvania State University. She is the author of *Advanced Listening Comprehension* and the forthcoming *Intermediate Listening Comprehension* and *Learning to Listen*.

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Hearing Impairment and ESL

by James Gregory
The University of Illinois at Chicago

Editor's note:** While we in TESOL give increasing attention to assisting our students develop their listening skills, we do so on the assumption that they hear well. The author of the article below reports on research that reveals that such is not always the case. It is reprinted from the* ***Secondary School Interest Section Newsletter, August, 1985.

For nearly twenty years now, I have been involved in two subfields of education, teaching English as a second language and teaching the hearing impaired. Because of this dual background, a particular question has long perked in the back of my mind: could it be that a number of ESL students are educationally hamstrung by undetected hearing losses?

In two secondary analyses of data (Gregory, Shanahan, and Walberg, 1984 and 1985) on over 58,000 high school students nationwide, my colleagues and I found, for example, a higher-than-average incidence of self-reported hearing problems among Hispanic students. Aside from these findings, however, I know of little research documenting the frequency of hearing loss among ESL high school students. Still, I feel concern that hearing loss may be hampering more such students than is generally recognized. Please note here that I am not talking about "deaf" students (i.e., individuals with very pronounced losses), as such severe and profound impairments are usually quite noticeable. Rather, I am worried about the mild and moderate levels of disability.

Such "borderline" losses can be especially problematic in TESOL for two reasons. First, ESL students—and particularly those who hail from Third World nations, where medical services can be extremely limited—may be at especially high risk for such impairments due to a history of undetected and untreated chronic ear infections resulting in permanent auditory damage. Second, such mild losses can be difficult to detect even in one's native language setting (remember how Grandpa kept insisting that his hearing was fine—he didn't catch what you said because you perversely persisted in mumbling?). With ESL students, detection problems may be compounded by the tendency to write off miscommunication as simply a result of weak English. Even the student may fall into this trap, as he/she—given the enormous exposure to one's own native language patterns—may not have experienced perceptible difficulty in the native tongue. Again, in some cases, ESL students who themselves suspect a problem may not understand that help is available, may not know how to pursue that help, or—due to differential acculturation—may be embarrassed to admit to a "deformity."

What to do if you suspect a hearing anomaly in a student? Obviously, contact the school health official. Normally this is the school nurse. He or she can usually set up a hearing screening. If possible, try to arrange for "speech audiometry" in addition to pure-tone testing, and, if possible, try to have this testing conducted in the student's native language.

One caveat here: while the overwhelming majority of school health personnel are highly qualified and dedicated individuals, be aware that hearing screening is a tricky business. The screening is not always of the highest caliber, the testing conditions are not always optimal, and the testers are not always sufficiently trained for this particular task. Consequently, if you question the reliability of such screening, arrange for a more complete battery at a major facility (often associated with large hospitals) for more in-depth testing.

At all costs, however, never take a potential hearing loss lightly. Even a loss considered "within the normal range" for a certain age group may present serious problems for one for whom the English sound pattern is so new (imagine yourself trying to function, for example, in a noisy environment in a relatively new language).

Finally, if a determination of hearing loss is made, seek out professional help (audiologists, speech/language therapists and pathologists, speech and hearing clinicians). A great deal can be done today to ameliorate the effects of hearing impairment. The costs in time and effort are minimal compared to the potential long-range savings in frustration and failure for you and especially for your students.

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language education field. The need for special attention to listening comprehension as an integral part of communication is now well-established.

Many classroom activities focus on the listening/speaking collaboration of two-way interactive communication. In addition many teachers arrange to bring members of the English-speaking community into the classroom for talks and discussions and many arrange field trips that take pairs or small groups of students into the English-speaking community on task-oriented listening/speaking assignments.

A Self-Access Self-Study Learning Format

A new kind of listening program—and one rapidly gaining in popularity in many parts of the world—features self-access self-study materials expressly designed for individualized self-paced use. This program in no way resembles the language laboratory stimulus/response model.

A self-access self-study listening program can begin with a modest library of audio (and video) recorded material, machines, and the teacher-time to structure materials into self-study packets or modules. Ideally, listening materials can be made available to students in a special language-learning center or multi-purpose study room that also features reading, writing, and possibly computer assisted instructional materials. It is essential that a teacher-advisor be present at all times to guide students in the selection and use of materials and equipment.

Alternatively, self-access self-study materials can be used in a more conventional language laboratory setting—*but only if the individual student has complete control of the playing of the materials*. It is *essential* that students be able to control the source of input so that they can pace it to suit their needs—stop it, start it, replay it. This allows students to regulate their own schedules of study, rather than having a rate and volume of auditory input imposed on them. This helps reduce the anxiety and pressure that many students, particularly beginners, seem to experience when listening in their second language. Some materials might even be made available for checkout and home study. A study facility often has fewer distractions than a home or dormitory environment, however, and the atmosphere is usually more conducive to the self-discipline necessary for concentrated listening in a second language.

The procedure for using self-access self-study materials might go something like this:

(1) students check out a listening module that contains the audio or video tape, instructions, pre-listening introductory material, worksheets (and perhaps some visuals), answer key (and perhaps a script);

(2) students play the tape on their own schedule of starting, stopping, and replaying;

(3) students check their work themselves for verification of comprehension;

(4) students consult the teacher-advisor when necessary.

Self-access listening materials can be organized into self-study modules of manageable lengths. They can be cross-referenced in a variety of ways to meet the needs of individual students or groups of students. Categories such as level of difficulty listening, strategies, topical areas, notional and functional categories, situational contexts, and others can be used.

Above all, modules that feature up-to-date, locally relevant, authentic aural texts are especially effective and are recommended wherever possible. In addition, simulated auditory texts can be prepared and segmented from selected commercially prepared listening materials and can be adapted to fit into a self-access self-study format.

Combining Functional and Structural Listening Goals

In discussing listening comprehension it is useful to impose two levels of listening focus: (1) functional listening (i.e., listening to get the meaning of the message); (2) structural listening (i.e., listening to analyze something about the structure of the message). It is clear, however, that the two levels are closely interrelated. Analysis of the nature and intent of discourse aids in the interpretation of the meaning as, indeed, does analysis of some of the prosodic features of the delivery of the message.

The self-access self-study lesson suggestions that follow incorporate both levels of listening focus by asking the listener/student to do three things: (1) to get the key information from the message; (2) to do something purposeful with the information (e.g., complete tasks, solve problems, etc.); (3) to analyze selected aspects of the message and make some judgments about its structure, quality, nature, and/or intent.

Four kinds of language-listener contexts are included below: (1) recorded telephone messages; (2) telephone business calls; (3) interview conversations; (4) demonstration-discussions. The students are engaged as listeners/eavesdroppers observing the language activity, getting the information, and attending to some of the discourse features, socio-linguistic features, strategic dimensions and grammatical-prosodic features of the context. (Canale/Swain, 1980) Specific tasks include: (1) describing and analyzing some of the special functions of the language context, (including the social setting, the roles of the participants, the topics and the purposes of the communication); (2) describing and analyzing the nature and the intent of the whole message or parts of it and 'listening between the lines' of an aural text; (3) describing and analyzing the communicative strategies used by the speakers to deal with hesitations, misunderstandings and communication breakdowns.

Developing Self-Access Self-Study Listening Modules in Four Language Contexts

A. Recorded Messages

Authentic (or well-simulated) samples in this language context are ideal for one-way communicative practice in a self-access self-study facility. Messages can vary from simple brief bits of information to quite long and complex sets of instructions. Ordinarily recorded telephone messages are for business purposes and their primary language function is the giving of information, including factual data, descriptions, instructions, explanations, etc. Often the message is repeated so that the caller can listen twice, or the caller can re-dial the number and listen several times.

The students are asked (via the task-focus and the work sheet) to listen for two kinds of information: (1) the factual content of the message; (2) other features of the message, such as the nature, the intent, the quality, the social context, the attitude and level of formality of the speaker, etc.

Graded sets of recorded telephone messages that range from beginning to advanced levels are easy to collect and to structure (i.e., write pre-listening introductions, develop language analysis worksheets, arrange into modules, etc.).

Examples: Audio recordings: time reports, telephone number changes, movie information for local theaters, weather reports, road conditions, local calendar of events, tourist information, disaster instructions, local news briefs, dial-a-joke, etc. Video recordings: public service announcements, news and weather reports, etc.

B. Telephone Business Conversations

Authentic (or well-simulated) samples of business telephone calls are almost endless in their possibilities for listening practice. They can cover a wide range of consumer calls for goods and services. Business calls usually are information exchanges in which one person asks for information and the other gives the information. The primary language function is the giving and receiving of information, including factual data, descriptions, directions, instructions, explanations, etc. The person making the call may ask a number of different kinds of questions as the exchange proceeds. These often include language functions such as requests for repetition, clarification, verification, amplification, etc. Students are asked to listen for and describe (1) factual content of the message and (2) communicative features of the message.

Graded sets of telephone calls that range from beginning through advanced levels are easy to collect and structure. One particularly interesting activity involves making several calls to a certain kind of business firm and

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_TN_ Editor's Thanks

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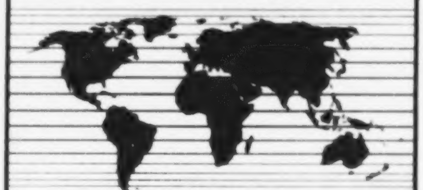

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asking for the same information from each. The students' task might then require them first to listen to three calls (to local florist shops for example) and to write down specific information, then to do a comparative shopper analysis of the factual data gathered from the three sources, and finally, to compare some of the sociolinguistic and strategic dimensions of the three conversations.

Examples: Wrong number calls, telephone number changes, airline reservations, bus and train schedules, rent-a-car rates, ordering products, answering want ads, etc.

C. Interview Conversations

Putting together a series of self-access self-study listening modules using interviews can be a challenging but rewarding enterprise. Several teachers can work together as a taping (or filming) team. Students in advanced levels can be included in the planning, the taping, the analysis of the interview, and the preparation of pre-listening introductions and worksheets for self-study lessons.

The term 'interview' can be defined rather broadly. Samples can range from very simple information question-and-answer exchanges that could qualify as 'informal' interviews to very sophisticated formal interviews that involve prominent people.

Some of the features that can be controlled or adjusted in order to create variety as well as levels of difficulty include the following:

(1) short/long interviews
(2) simple/complex interviews
(3) serious/humorous interviews
(4) real/staged interviews
(5) face-to-face/telephone interviews
(6) interviews with enduring qualities/timely interviews (interesting but with a short 'shelf-life')
(7) excerpts of interviews recorded from other sources (i.e., radio or television programs)

The best kinds of interviews for listening modules are ones that are (1) locally relevant, (2) program-specific, (3) personalized to include staff, students, and community contacts.

As with business telephone calls, the primary function of an interview is requesting and providing information. In formal interviews the questions may be limited to certain subjects or aspects of subjects. Some formal interviews are pre-planned so that both the interviewer and the interviewee know exactly what questions will be asked.

Examples: Interviews with the director, principal, librarian, counselor, teachers, and/or students and student leaders in the school; interviews with prominent community leaders and residents; simulated interviews with entertainers or sports stars, etc.

D. Demonstration-Discussions

As with interviews, putting together a series of self-access self-study modules that feature demonstration-discussions, while requiring a lot of time and effort, is rewarding in that it provides new and different listening experiences for students. Teachers can work together as a taping (or filming) team and advanced students can participate in planning the demonstrations, analyzing the results, and preparing introductions and student worksheets for the modules.

The term 'demonstration' can be defined rather broadly. Some samples can feature very simple instructions, given in a very carefully organized format with step-by-step planning, to explain 'how-to-do' something such as how to take a picture or how to eat spaghetti. Samples for more advanced students might include procedures for using a computer, applying for a job, etc.

The special feature of the demonstration-discussion listening module is the use of one *central speaker* (on camera) who is giving the demonstration and two or three *'listeners'* (on camera) *who become speakers* as they interact with the central speaker and each other. They may repeat directions, rephrase the speaker's statements, ask and answer questions, and summarize for each other and for the speaker.

Demonstration-discussion listening lessons are especially valuable because they give students practical experience in learning to attend to more than one speaker at a time and at the same time follow a main line of instructions. In simple activities of this kind students can be asked to ignore all irrelevant remarks and make a straightforward list of the 'steps' in the process. This kind of listening experience gives students practice in coping with 'overtalk', masking, interruptions, incomplete statements, false starts, hesitations, and a variety of kinds of conversational repair.

Variety and levels of difficulty can be controlled by adjusting the same kinds of features noted in the discussion of interview conversations (i.e., length, complexity, serious or humorous, real or staged, etc.).

Examples: How to run a film projector, how to take a picture, how to get a passport, how to eat spaghetti, how to bake a cake, etc.

Memorable Quotes from TESOL '85

Panelists from "Broadway Comes to TESOL" Speak on Listening and Language

"In the beginning, those whose job it is to share the word employ a vertical process of communication. We are the gods of the moment, and we speak down—with authority—to those who are at the bottom. But the object is—as quickly, and as expeditiously, and as fairly as possible—to change from a vertical to a horizontal means of communication between two equals, fully capable of sharing knowledge, information, and, we might hope, wisdom."—*Ossie Davis, actor and director*

"The rhythm of a language has something to do with the rhythm of the people—the way they walk and think. The spirit of the language is almost like another color; it's that intrinsic."—*Ruby Dee, actress*

"In acting students, what blocks freedom of listening is their own self-consciousness. Therefore, (at Juilliard) we have a series of exercises, including improvisation, which help students to lift their consciousness off themselves and onto another person."—*Stephen Aaron, acting teacher and director*

"There was a lot of give and take between my parents, both of whom were deaf, and me. I was their ears, and they taught me to hear as they do, with my eyes and other senses."—*Muriel [illegible], opera singer*

"A good teacher has to listen to what is said but listen even more profoundly to what is not said—to what is going on beyond, behind, and beneath the life of the student."—*Ossie Davis*

"If acting students can't hear, they won't be able to learn a new way of speaking."—*Stephen Aaron, quoting a noted voice and diction teacher*

"Listening is not only a means of making sure that you understand what is being said to you; it is also a way of taking the time to reach into the other person, to more truly understand who it is to whom you are relating."—*Ossie Davis*

"Listening is triple-track, at least. Undivided attention is the rarity."—*Ruby Dee*

Guidelines for Developing Materials

The following guidelines are useful as a reference guide in preparing self-access self-study listening materials.

1. A focus on listening as an activity process with instant (or only slightly delayed) manipulation of the information received.
2. A focus on listening in order to (a) acquire information and (b) analyze particular features of the message.
3. A focus on internal communicative 'interaction', as the listener receives language data (aurally and visually), restructures it, and makes a response that is (a) a reformulation of some of the data or (b) an analysis of some features of the data.
4. A focus on providing learners with verification of comprehension (i.e., immediate or only slightly delayed feedback with self-check answer keys or scripts provided as necessary).
5. A focus on encouraging guessing and following hunches when in doubt.
6. A focus on selective listening, ignoring irrelevant material and learning to tolerate less than total understanding.
7. A focus on self-involvement, with an emphasis on self-study and taking both responsibility for one's work and pride in one's accomplishments.
8. A focus on providing learners with less threatening listening experiences by giving them self-control.
9. A focus on integrating auditory and visual language (listening/reading/writing).
10. A focus on gradually increasing expectations for levels of comprehension (i.e., encouraging students to challenge themselves and to move themselves along toward increasingly demanding expectations).

About the author: Joan Morley is former deputy director of the English Language Institute and associate professor of linguistics at the University of Michigan. She is currently the first vice president of TESOL.

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JOB OPENINGS

Philippines. ESL Program Officer for Instruction, Philippines Refugee Processing Center, International Catholic Migration Commission, Philippines. Responsibilities: ensures over-all content and quality of instruction in the ESL program, provides instructional leadership, interdepartmental coordination, manages supervisors and evaluates their performance, and represents department at official meetings. **Requirements:** graduate degree in Education, preferably ESL, and/or graduate degree in English, Applied Linguistics. Experience in program management, design, curriculum, training, and special emphasis on literacy. Professional experience in multi-cultural setting. Salary: $23,000; round-trip airfare, health, accident, life insurance; housing; baggage allowance; minimum one-year contract. Starting date: immediate opening. Submit cover letter, two copies of resume, and three telephone references to: Carol Gordonstein, ICMC, 1319 F Street N.W., Suite 820, Washington, D.C. 20004, U.S.A. Telephone: (202) 393-2904.

Philippines. International Catholic Migration Commission seeks qualified instructional staff for ESL and Cultural Orientation training program in the Philippines for adult, Indochinese refugees preparing for resettlement in the U.S. **Positions include:** ESL Supervisors, ESL Trainer, Language Lab Education Specialist, Curriculum Developers for ESL and H.S. Youth Program, ESL Program Officer with specialization in literacy, curriculum development, and management; and Pre-employment Training Program Officer with emphasis on managerial skills, knowledge of curriculum development and current U.S. employment trends/programs. **General requirements:** graduate degree in ESL, linguistics, educational management or related field, prior overseas teaching experience, knowledge of curriculum development and literacy, supervisory experience. Duties vary. Salaries vary with position from $16,000 to 23,000; round-trip airfare; health, accident, life insurance; housing; baggage allowance. Starting date: immediate openings. For more information and application, submit cover letter, two copies of resume, and three telephone references to: Carol Gordenstein, ICMC, 1319 F Street N.W., Suite 820, Washington, D.C. 20004, U.S.A. Telephone: (202) 393-2904.

University of Florida, Gainesville. Applications invited for a non-tenure track position at the assistant Professor level as Visiting Assistant professor with a term appointment starting August 1986. Nine-month fixed term contract renewable up to three years. Salary: $20,954-24,922 for nine months (two semesters). Summer teaching possible. Qualifications: completed doctorate; demonstrated excellence in ESL teaching; experience in one or more of the following: multicultural counseling, testing and measurement; ability to work with graduate students in TESL. Responsibilities: two courses/semester; research in area of specialization; service to the Institute. Send applications, letters and resume by January 31, 1986 to: Chair, Search Committee, Program in Linguistics and English Language Institute, 162 Grinter Hall, University of Florida, Gainesville, Florida 32611, U.S.A. AA/EOE

University of South Florida, Tampa, Florida. One ESL instructor is sought for the International Language Institute program beginning August, 1986. Appointment will be full-time, non-tenurable, but does carry annual salary contracts including fringe benefits available to all faculty. Nine-month contract salary is $14,000; additional summer appointments usually available. Requirements: M.A. in TESOL, applied linguistics, or related field; two years prior full-time teaching experience in intensive ESL program. Duties: 20 contact hours teaching per week plus normal departmental responsibilities. Send letter of application, vita, and three letters of recommendation all postmarked by February 15, 1986, addressed to: Dr. Roger Cole, Chairperson Search Committee, International Language Institute, University of South Florida, Tampa, Florida 33620, U.S.A. AA/EOE

Florida State University, Tallahassee. Teaching Assistantships. Must be admitted to Ph.D. TESL/TEFL specialization. Part-time teaching at Center for Intensive English Studies. Two positions open for January '86 and August '86. For information on doctoral program and assistantships, contact: Dr. F.L. Jenks, CIES-FSU, 918 W. Park Avenue, Tallahassee, Florida 32306, U.S.A.

Ohio University, Athens, Ohio. Tenure-track position, Linguistics Department at Assistant Professor level. Beginning September 1, 1986, contingent upon available funding. Ph.D. in linguistics/TEFL required. Major criterion is teaching, research expertise in ESL/EFL methodology. Experience in other areas of applied linguistics and another language competency desirable. Salary: $20,000-24,000 for nine months depending upon qualifications. Send application, representative publications, vita, and three recommendations to Dr. James Coady, Chairperson, Search Committee, Linguistics Department, Ohio University, Gordy Hall, Athens, Ohio 45701, U.S.A. Telephone: (614) 594-5892. Applications must be received by March 15, 1986. AA/EOE

The American University in Cairo. Two openings for faculty in the English Language Institute beginning September 1986: one to direct M.A. in TEFL theses and to teach in at least three of the following areas: language acquisition, teaching methods, phonology, syntax, contrastive/error analysis, psycholinguistics, sociolinguistics, and one to direct research in testing and assume responsibility for the testing unit, to teach courses in testing and research methods, and to supervise M.A. theses in the TEFL program. Ph.D. required for both positions; applicants for the second position must have a strong background in research methods and language testing. Rank, salary according to qualifications and experience. Two-year appointments (renewal possible) include roundtrip air travel to Egypt, housing and schooling for expatriates. Write, with resume, to: Dean of the Faculty, The American University in Cairo, 866 United Nations Plaza, New York, NY 10017, U.S.A.

ROKA Language Training Department, Sungnam City, Korea. The Republic of Korea Army Administration School, near Seoul, seeks experienced ESL teachers for an intensive ESL program for career officers starting January 4, 1986. Salary W 1,400,000 monthly. Other benefits: furnished two-bedroom apartment, utilities, R/T air ticket, two-weeks vacation, eight days sick leave. Medical insurance available. One-year contract renewable. Send current resume (including telephone number) and photo to: Col. Min Pyung Sik, Director, ROKA Language Training Department, P.O. Box 2, Chang Gok Dong, Sungnam City, Kyonggi Do, 130-19, Korea. Telephone: Seoul 543-9611.

Georgia State University, Atlanta, Georgia. Assistant Professor. Twelve-month tenure track position as Assistant to the Chairman. Ph.D. in ESL, Applied Linguistics or a related field preferred; will consider A.B.D. Minimum of three years college or university teaching experience, exclusive of assistantships. Administrative experience required, preferably in an intensive ESL program. Publications/research desirable. Salary competitive. Position available July 1, 1986 or sooner, if possible. Send application, vita, three letters of recommendation, and a sample of publications to Professor Becky S. Bodnar, Chairman of Screening Committee, ESL Department, Georgia State University, University Plaza, Atlanta, Georgia 30303-3083. Application deadline is January 31, 1986. AA/EOE

The University of Colorado at Denver. UCD is seeking an Assistant or Associate Professor of Bilingual Education/ESL, effective fall 1986. Responsibilities include research in language learning and teaching, service to metropolitan school districts, and teaching graduate level courses in Bilingual Education, Curriculum Development, Assessment, Teaching Methodology, etc. Applicants must be fluent in Spanish and English, hold a doctorate in an appropriate discipline, and be able to demonstrate teaching and scholarship potential. Salary: commensurate with education and experience. For more information, contact Dr. Mark A. Clarke, School of Education, University of Colorado at Denver, 1100 14th Street, Denver, Colorado 80202, U.S.A. Telephone: (303) 556-2842. Closing date: January 20, 1986. AA/EOE

JOB NOTICES

Notices of job openings, assistantships or fellowships are printed without charge provided they are 100 words or less. Address and equal opportunity employer/affirmative action (EOE/AA) statement may be excluded from the word count. Type double space: first state name of institution and location (city, state/country); include address and telephone number last. Do not use any abbreviations except for academic degrees. Send two copies to: Alice H. Osman, *TN* Editor, 370 Riverside Drive, New York, NY 10025, U.S.A.

A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5") size is strongly encouraged. For rates, please write or call Aaron Berman, TESOL Development & Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A.

See page 2 for deadlines. Late job notices accepted provided there is space. Call *TN* Editor (212) 663-5819.

Gulf Polytechnic, Bahrain. Lecturers in EFL, two-year renewable contract to start September 1986, required in program of intensive English and other courses for a progressive co-ed English-medium institution which offers degrees in business, engineering and secretarial studies. **Qualifications:** M.A. or Ph.D. with TEFL training and experience, plus additional strengths. **Conditions:** Salary range approximately $20,000-$30,000 (no taxes) depending on rank; furnished accommodation, travel expenses yearly and educational allowances for up to 3 children, and other benefits. Interviews at TESOL or in London and possibly Washington. Send vitae and references by 02/1/86 to: Head, ELU Gulf Polytechnic, Box 32038, Isa Town, State of Bahrain.

Gulf Polytechnic, Bahrain. A testing expert is required to be in charge of developing placement and proficiency examinations in this English-medium institution where a testing program already exists. **Qualifications:** Preferably a Ph.D. with a balance of training and experience in the areas of evaluation, measurement, computer application and teaching. **Conditions:** Salary range approximately $20,000-$38,000 (no taxes) depending on rank; furnished accommodation, travel expenses yearly and educational allowances for up to 3 children, and other benefits. Interviews at TESOL or in London. Send vitae and references by 02/1/86 to: Head, ELU, Gulf Polytechnic, Box 32038, Isa Town, State of Bahrain.

AQE Training Services, Dammam, Saudi Arabia. Are you a professional ESL instructor with initiative and creative ideas? AQE Training Services is looking for teachers who view the field of ESL as a profession, a career. Requirements: M.A. in ESL or linguistics and two to three years teaching experience. Our salary and benefit package is competitive. Contracts available in January for single-status (unaccompanied) instructors. The applicants must be male as required by Saudi Arabian law. Send a current resume to: Charles Swanland, Personnel, AQE Training Services, P.O. Box 2333, Dammam 31451, Saudi Arabia. Telephone: 966-3-341-6243. Please include a telephone number for prompt contact.

Hamamatsu, Japan. English instructors wanted to teach children and adults. TESOL background and/or experience preferred. Strong commitment to teaching a must. Attractive salary and benefit package. One-year renewable contract. To apply send cover letter, resume and recent photograph to William Anton, Curriculum Director, Four Seasons Language School and Cultural Center, 4-32-8 Sanarudai, Hamamatsu 432, Japan.

The Department of Linguistics, University of Illinois at Chicago. Opening, Fall 1986, for a TESOL specialist at the rank of Assistant Professor (tenure track) or Lecturer. (Search extended from 1984.) Responsibilities: (1) to develop and coordinate an instructional program for non-native English speaking Teaching Assistants; (2) to provide liaison with other University units; (3) to supervise graduate Teaching Assistants in University ESL courses, and TESOL M.A. teaching interns; (4) to teach one undergraduate ESL course per quarter. Qualifications: Ph.D. (preferred) in ESL or linguistics; experience in training non-native English speaking TA's, and supervising graduate ESL instructors; teaching and administering ESL courses at the university level. Please send letter of application and curriculum vitae by January 6, 1986 to: Betty J. Jacobsen, Head, Search Committee, Department of Linguistics, University of Illinois at Chicago, Chicago, Illinois 60680, U.S.A. Position is contingent upon budgetary allocations. AA/EOE

University of Michigan, Ann Arbor, Michigan. The University of Michigan's English Composition Board, a college-wide interdisciplinary writing program, hopes to make several appointments at the lecturer level. We are seeking approval for one-year appointments in two categories: A. teaching-research positions normally requiring a doctorate, for a period of five years with a possibility of renewal; B. teaching positions requiring an M.A., for a period of three years with a possibility of renewal. Individuals with teaching experience and expertise in the following areas are of particular interest: assessment of writing skills, program evaluation, discourse analysis particularly of academic disciplines, writing problems of special populations, computer-assisted writing instruction, and curriculum development with emphasis on the writing needs of remedial students. Send applications to Professorr Deborah Keller-Cohen, Director, English Composition Board, University of Michigan, 1025 Angell Hall, Ann Arbor, Michigan 48109 by January 31, 1986. AA/EOE

Houston, Texas. ESL instructors needed for an ESL language institute. Requirements: M.A. in TESOL or applied linguistics—also foreign language education with TESL specialization. Two or more years teaching experience in ESL preferred but will consider recent M.A. graduate. Salary: part-time $10 per hr., full-time $15,000 to $17,000 annually. Applications taken all year. Send complete resume to: Director, The Institute of English, 2650 Fountainview, Suite 225, Houston, Texas 77057, U.S.A.

Continued on next page

JOBS

Continued from page 34

Tokyo, Japan. A one-year position available from 1986-1987 for a full-time ESL professor to teach the Sound System of English, The Grammars of English, and Applied Linguistics in the M.E. TESOL program of Temple University in Tokyo, Japan. Ph.D. or Ed.D. in ESL preferred. (Salary range $27,000-$32,000). Closing date for applications will be January 15, 1986. Interviews of final ten candidates will be held during the TESOL Convention to be held from March 3-7 in Anaheim, California. Send letter and vita to Dr. Terry Parssinen, Associate Provost for International Education, Temple University, Philadelphia, Pennsylvania 19122.

The Experiment in International Living is seeking applicants for ESL teacher supervisor for its refugee camp programs in Panat Nikhom, Thailand and Galang, Indonesia. ESL teacher supervisors provide training to Thai and Indonesian ESL teachers in theory and methodology and supervise the implementation of competency-based ESL curriculum for refugees resettling in the USA. Qualifications: sustained teacher training and supervising experience, ESL classroom experience overseas, graduate degree in ESL or equivalent, proven ability to work in a team atmosphere in challenging conditions. Salary: $15,500/year plus major benefits. Starting Date: immediate openings both sites. To apply, send current resume to: Mr. Peter Fallon, Projects and Grants, EIL, Brattleboro, Vermont 05301 U.S.A., (802) 257-4628. AA/EOE.

Thailand. ESL Coordinator. The Experiment in International Living in Phanat Nikhom. Position involves overall responsibility for implementation and on-going development of intensive ESL program for Indochinese refugees resettling in the U.S. Also coordinates with Cultural Orientation and Pre-employment Training components. Required: experience in management and program coordination, teacher training/staff development, cross-cultural program supervision and leadership, overseas work (preferably Asia), graduate degree in ESL/related field. $21,000 per year plus benefits. One-year contract, renewable, starting in January/February 1986. Send cover letter, current resume, availability date, three supervisory references to: Lois Purdham, Projects and Grants, E.I.L. Kipling Road, Brattleboro, Vermont 05301. (802) 257-4628.

University of Arizona, Tucson, Arizona. Assistant or Associate Professor, Graduate Program in ESL. Salary competitive. Responsibilities to include the teaching of second language acquisition theory and methodology focusing on elementary through adult ESL, domestic and international. Overseas experience preferred; strong research and linguistics background preferred. Beginning date: 8/16/86. Applications must be received by 1/31/86. Send curriculum vita and references to Dr. Roseann D. Gonzalez, Director, Graduate Program in English as a Second Language, Department of English, The University of Arizona, Tucson, Arizona 85721 U.S.A. AA/EOE.

University of Minnesota, Linguistics Department. Assistant professorship ESL program beginning September 1986. Temporary one year. Responsibilities include teaching five quarter courses per year in general and applied linguistics which may include ESL methods, materials, and practicum. Share in advising and departmental committee work. Ph.D. in linguistics or closely related field required; some prior teaching experience desirable. Strong research interest in applied linguistics expected. Salary commensurate with experience. Vita, one publication, three letters of reference must be received March 15, 1986. ESL Search Committee, Linguistics Department, 142 Klaeber Court, University of Minnesota, Minneapolis, Minnesota 55455 U.S.A. AA/EOE.

The Division of English as a Second Language, University of Illinois at Urbana-Champaign. Tenure-track assistant professorship. Duties include research and teaching. Ph.D. in linguistics or related field with specialization in ESL is required. Well demonstrated research excellence and specialization in one or more of the following areas: (a) the use of computers for basis and applied research in second language acquisition and learning, (b) sociolinguistics, (c) English in the world context, (d) language and cognition or (e) discourse analysis. Desirable: teaching and research experience in ESL and/or applied linguistics, impressive publication record, competence in another language, and capability to use the excellent University of Illinois facilities for computers in research on language related fields. Minimum salary of $23,000 for nine months. Starting date is August, 1986. By 1/31/86 please forward application, representative publications and vita, and have three or more letters of recommendation sent directly to Prof. Braj B. Kachru, Chairperson, Search Committee, Division of ESL, University of Illinois, 3070 Foreign Languages Building, 707 South Mathews Avenue, Urbana, Illinois 61801 U.S.A. Phone: (217) 333-1507. AA/EOE.

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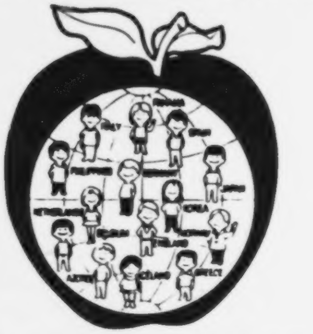

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